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Go To St. Louis

The forty-third annual convention of the National Catholic Educational Association will meet in St. Louis, Mo., April 23–25. His Eminence Cardinal Glennon, archbishop of St. Louis, has appointed Rt. Rev. Msgr. James P. Murray, diocesan superintendent of schools, as president of the Committee on Arrangements. Committee meetings are scheduled for April 22. On April 23–25 there will be general meetings and department meetings—seminary, college and university, high school, elementary school, school superintendents, and also education for deaf and blind persons. The Catholic Library Association will hold its annual meetings at the same time. Msgr. Murray's address is: 2709 Clara Ave., St. Louis, Mo.

Your Problems

This issue of your JOURNAL discusses a variety of problems that are worrying Catholic educators. Some of them, such as the Discouragement of Youth and the Bad Boy are as old as the human race; others are modern versions of the vagaries of human nature. The article on Social Studies reveals a subtle form of propaganda carried on by fellow travelers of Communism. The Hollywood article proposes selection as the means of utilizing the good and avoiding the evils of movies. A seminary professor suggests means of making the class in Biology Contribute to Christian Living. Let us have your ideas for making other subjects contribute to this vital objective of Catholic education.

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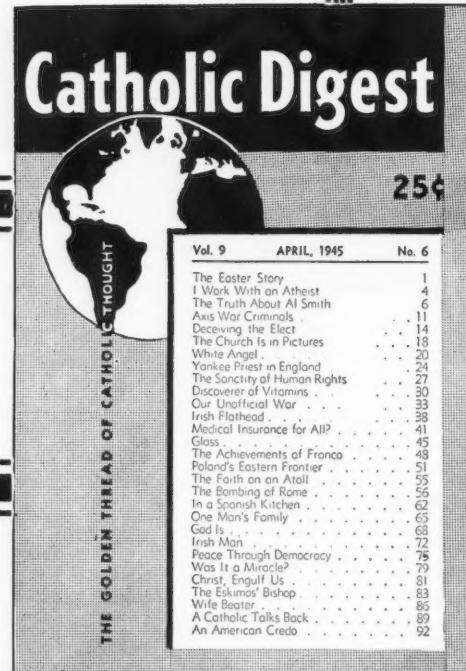
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CATHOLIC DIGEST

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The CATHOLIC SCHOOL JOURNAL

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The Hysteria of "Social Studies"

*Sister Lawrence Marie, O.P., Ph.D. **

FOR several years the movement known as social studies has caused not a little hysteria among teachers. Scrapping of most of the traditional history and geography in the elementary schools and substituting a combination syllabus of both (fused or confused) has aggravated this feeling. It is not only natural, but necessary, that an evaluation of the new syllabus for social studies should follow. Here we have evaluated such a state syllabus by the standards of the principles of education, history, geography, psychology of elementary-school subjects, and objectives in education of the American child. Our findings are not favorable to the acceptance of such a syllabus in its present form or to any syllabus which ignores the teaching of history from a separate, unified syllabus in that subject (likewise geography) or curtails the amount of time to be given to American history, and, last but not least, drops the title American history from our curriculum. As educators, we cannot be ignorant of the fact that it is in the first eight or nine years that a child gets that fundamental training which is so important in later life. Not all students reach the eleventh or twelfth year of high school where they would again get another year of American history. Therefore, when a pupil reaches the seventh grade, a time when certainly the child's observation has reached the relational stage, i. e. when spatial, temporal, and causal relations are observed, why curtail history and geography in the elementary school, or why should a syllabus spend such precious time for American history on the "biographies of pupils and teachers" without a single reference to biographies of American heroes and leaders whose number is legion and could not be exhausted, even if we assigned a certain number to each grade, which should be done? Is the study of "Biographies of Teachers"

EDITOR'S NOTE. We are publishing this article because it voices a protest that needs to be made, even though we disagree with details of the article. The content of American history needs to be taught as such to all children in our elementary schools, and a differentiated treatment needs to be made for all students in the secondary schools in a later year of the course. We trust the vigor of the sister's reaction will prompt further comment or discussion by our readers.

a Trojan horse? Why use the time for American history in the seventh grade for courses in administration and operation of the school (at a time when a pupil is certainly not of age to take an examination for supervisor or assistant superintendent) and in the constructional features of the school and family budgeting?

Vital Importance of History

Never before, has the teaching of history and geography been as vital and necessary as it is today. Pupils now in school read and talk about events that are happening all over the world. They need a far better background to understand this new global concept so important to international co-operation. America is destined to play a leading role in future world affairs. Citizens of tomorrow must be well informed about countries, peoples, and events, if they are to be intelligent members of society—that is to participate in the development of a new and better world. Above all, Americans must know the *whole* story of America's past and the *past* of other countries which will participate prominently in world affairs. We know about the present, but the present is exceptional, for it is the outcome of concerted effort against a common enemy.

During this period, other countries needed

us more than we needed them, as is evident from our stepped-up production to supply their much-needed equipment. So, we must not judge from present policy which, at this time, is a matter of expediency. We must not repeat the mistake made with Japan. Purposes and trends in the many years before a fanatic thrust his neighbor in the back are food for thought for every true American, both teacher and pupil. "To thine own self be true," was written not only for an individual but for a nation which depends upon individuals for its preservation.

Subversive Activities

If, as the public press has informed us, it is the expressed purpose of a certain Council on Education, representing a foreign country, to "use pressure and organize teachers to demand that the Russian history be added to college and school curriculum, to supervise planning of such courses to see that pupils do not learn of the unsavory history of Bolshevism since 1917, with emphasis on Russian history since 1941 rather than before that time, to set up parent groups to overcome possible objection to such outright and biased courses, to form permanent panels in the larger cities, with left wingers in control, to assure continuance of pro-Russian propaganda with the correct 'line,'" should we American teachers permit our own history to be curtailed, fused, or confused?

Furthermore, consider this quotation from the public press of July 18, 1945: "Locally the Committee on Education (National Council of American-Soviet Friendship) declares in its bulletin that New York elementary school teachers have completed several stories on the sixth-grade reading level . . . high school teachers have prepared several study articles and lesson plans for use in modern history courses."

Do we, native American teachers, need a more urgent challenge to our patriotism? Readers need not doubt the veracity of the

*Community Supervisor, Sisters of St. Dominic of Blauvelt, N. Y.

last quotation above, for, two weeks previous to this disclosure in the press, the writer received through the mail, in the capacity of her position as supervisor, two such books. The very title of one of them aroused her suspicion, for it was a violation of a principle of all history. History should reproduce the true picture of all events in the institutional life of any nation, while the history teacher develops proper standards for judgment—universal standards. The pupil then observes the facts, and, with imagination and reason, draws conclusions. History is a social-studies subject organized for instructional purpose, not for the facts in themselves but for the utilizing of them in building up generalizations, interpretations, and critical abilities. Therefore, no period in the history of any country can be omitted without violating the concept of continuity fundamental in history.

The Proper Content of History

We are not condemning the study of world history—we know that our nation's history cannot be understood fully without the knowledge of the history of other countries, but that history must not omit facts or distort them, or be written with a deliberate intention to deceive immature minds. This procedure defeats the purpose of education.

History must be recorded from the proper sources for all history, namely,

1. Writings—contemporary with the periods in the country's history.
2. Relics—implements, weapons, articles of dress, furniture, ornaments, tapestries, pictures, etc.

3. Monuments—History might be called the story of development of national or institutional life, that is the development of: state government, church, school, home, society, economic life, art life, literature, etc. If, in the making of history texts or readers to supplement these, any of the sources are omitted, concealed, or distorted from the truth, then, there is not history in its truest sense. The book in question omits centuries of activities, and distorts the truth of the present day, so that immature minds, for which it was written especially, would receive a favorable impression but one that does not reveal the truth concerning that country.

Results of Teaching Falsehoods

It was through the dissemination of false statements that the youth of Germany was led to its doom; France was lost because it was undermined within its own borders, its honor alone being saved by the scrapping of the French fleet by the heroic personnel, when they saw their country betrayed; the illiterate population of Italy fell an easy prey to the machinations of their ill-fated empire builder. There are plenty of examples in history to put us on our guard, but these present ones are in the experience of all of us. From the 1944 *Report* by the American Historical Association we quote, "American ideals have been upheld by our religious and intellectual leaders at times when they have almost been forgotten by our political and

economic leaders." That could be a subtle challenge to the parochial and private school systems, since inroads have already been made in the public system. Thousands of teachers representing hundreds of thousands of children, should demand that history be restored to its proper place of importance in the curriculum by the return of separate examinations in history instead of the social-studies test which has de-emphasized the only subject which gives the true picture of the development of American democracy.

Our conviction in this matter has been confirmed strongly by the 1944 *Report on American History in Schools and Colleges* by the American Historical Association, Mississippi Valley Association, and the National Council for the Social Studies. This authority, which pronounces on the necessity of true American history courses, time required, and the meaning of social studies, makes our criticism less subjective. Therefore, we shall quote frequently from the *Report* to support our statements.

We have felt that any deficiency in the knowledge of American history, on the part of students, is not due to the content of the syllabus, but to the decadence of good teaching. We are confirmed in this by finding in the 1944 *Report* the following: "The quality of instruction is the determining factor in any program of education. The importance of the teacher in the success of any subject is readily conceded, but, in the social studies, the spirit, the scholarship, and the personality of the teacher, are, to a peculiar degree, the determining elements." (page 94). American history will be a dismal failure in the hands of indifferent, so-called Americans, or, worse, un-American teachers.

It, therefore, behooves all teachers, of both systems, public and parochial, to refresh themselves with a studied review of the principles of these social studies, and the principles of teaching them.

History Is One Social Study

First, let us explain the term social studies. Alarmists in the social-studies campaign have caused not a little hysteria about this "new animal." Alert teachers, principals, and supervisors, bristled at its advent on the educational stage, and true to their suspicions, promptly discovered its sham. To all of the school staff concerned, we quote this message from the 1944 *Report*: "The social studies constitute a field and not a subject, a federation of subjects and not a unified discipline. Schools have programs of social studies, but, in the classroom, they teach history, geography, civics, economics, sociology, or some topic which draws materials from one or more of the other social-studies subjects. The social-studies field is distinguished from other fields by the fact that its content is focused upon human beings and their interrelationships. All subjects have social unity, but that does not place them within the field of the social studies. Arithmetic has social value, but its content is not centered upon human beings. There is nothing unusual about grouping sub-

jects into fields. Mathematics includes arithmetic, algebra, geometry, and trigonometry." (pp. 56-57).

Commenting on this last sentence, the mathematics teacher knows that she is teaching algebra or geometry, or one of the other mathematics subjects. By the simplest logic, then, the social-studies teacher knows that, when she is teaching history, she is not teaching geography or "social studies" but one of the social studies. Nor can these subjects be fused into one. This pronouncement, then, by so important an authority as the National Council on Social Studies, clarifies the situation. We must retain our separate syllabuses in history, geography, and civics, and, as professional teachers have always done, correlate at every possible opportunity. The integration takes place in the mind of the child.

History Demands Several Years

Reverting to our first statement about rejecting the syllabus of social studies we claim that, in such units as classroom orientation, constructional features of the school building, administration and operation of the school, there is no concern for the interest and capacities of the seventh grader, and certainly the "content is not focused on human beings" which is the standard for social studies given in the 1944 *Report*. It does not require a planned syllabus for normal seventh graders to learn about their fellow pupils and their classroom.

In this same syllabus, American history has been curtailed to a little more than a year instead of the former three years which is the time accorded to it in the majority of systems investigated by the Committee which states, "Education is a slow process. Educational realism demands that any subject be taught again and again, until the cumulative effect becomes significant and enduring." (page 12).

Furthermore, how can an eighth-grade teacher cover all American history in one year? Cramming is not teaching. With its increasing content, how can a teacher "stress the concepts of change and continuity, of development and decay, the time dimension which cannot be given so much emphasis in any other subject?" "History must give long views, a perspective, a measure of what is important and permanent in a nation's life. History, when properly taught, shows the importance of religion, art, and literature, as much as it does that of economic and political processes." (page 19).

As to the omission of American heroes, the *Report* states, "The study of American history can help to produce loyal, intelligent, cooperative, well rounded citizens, only if our society honors citizens who possess these qualities. A history course which is broad enough to give a true picture of American society may, nevertheless, be inadequate because it emphasizes social forces instead of individuals. History is the record of human decision as well as of human experience. History is made by men, and not by blind forces beyond human control." (page 21).

*The Drowning of Four Chaplains*

© Religious News Service

The sinking of the Dorchester, February 4, 1943, in which four chaplains lost their lives, after giving their life belts to others, and refusing to get into overcrowded life boats. The chaplains were: Geo. L. Fox, Chicopee Falls, Mass., and Clark V. Poling, Schenectady, N. Y., Protestants; John P. Washington, Newark, N. J., Catholic; and Alexander Goode, Washington, D. C., Jewish. The picture is from a painting by Dudley Summers.

A Study of Historical Developments

Also, we were glad to read, "American history, so labeled, should place major emphasis upon historical developments, rather than upon a study of contemporary problems and conditions." The *Report* condemns the misleading, by the mislabeling of courses. It adds, "There is room in the social-studies field for the study of history as history. Historical mindedness and historical method cannot be learned from other subjects." (page 62). This reminds us to brush up on the principles of subject and method of history.

What is history if not the study of human life on the mental side, or side of significant thought and action in the past time, and, by means of it, to interpret the present time; it has a practical value and we must select those topics which have a practical value and bear most directly on the life of the present day.

What significant aims has history? Among the most important we recognize:

1. Reproduction of the significant inner life of a past generation by means of the imagination and reason through a clear vision of their acts (to make it realistic). We should use this term "reproduction" instead of "reconstruction" which is used later in this paper in a quotation. Our objection to the term, "reconstruction" is that we will help to reconstruct Europe now, but, certainly do not intend to "reproduce" it, for then we would have Nazism and all that it entailed. We reconstructed in our own country after the Civil War, but we did not reproduce slavery. When teaching history, the entire picture must be reproduced, as it was, for observation and later generalizations.

2. Intellectual appreciation of present-day institutional life, in the light of the past

institutional life, from a knowledge of motives and forces that have worked to make it what it is.

3. Emotional appreciation made up of feelings (likes and dislikes) to arouse admiration and patriotism for the good, and contempt for the base acts of history, (Dachau, Buchenwald prisons as examples of present-war base acts), to arouse in children an aesthetic and ethical appreciation of all that is fairest and noblest in past life, and opposite emotional reaction to all that is mean and wrong by giving them a vivid picture of those acts, by clear vision of those acts.

Present All the Facts

NOTE: There is a present-day tendency to sidetrack the above aim in history, the argument being neighborliness and co-operation. This is a violation of the principles of history which require us to present *all* the facts in the

A Parable for Teachers

*Sister M. Joselyn, O.S.B.**

YOU saw Him standing there at the door of 302 and it surprised you a little because usually there is Sister with a little pile of books in her hands and she is looking at uniforms. He did not seem out of place though He wore long, loose, white clothes and He had bare feet in brown sandals. He did not have any books and He did not look at uniforms. He looked at you and He took hold of you with His eyes.

When the second bell rang, He came into the room holding His head and His hands as He holds them in pictures when He is walking on the water. You stood waiting for Him to perform the little habits that Sister does: looking at the thermostat beside the door, straightening the desk, and making neat tiny marks for "Here" and "Absent" and "Tardy." He did not do any of these things. He used His hands and said, "Please sit down." You saw the dark red marks of the nails and the hammer.

When He began to talk, it was not about the lesson. He did not open the thick literature book and say, "At the end of the lesson yesterday we were . . ." His voice was low and slow and He seemed to be saying some of the things for Himself. He looked at you and your mind trickled down to Him like sand in an hourglass.

He said: "I am so glad I found you here." He stopped then and you knew that being here for Him was the most important thing in your life and in the whole world.

Then He said a queer thing. He said, "Have you seen the lake today?" There is a lake by

the window and it is beautiful I guess but mostly you do not look at it because there are the maps and the posters and the keeping of your eyes to the front. He said, "I remember when We made it. And sparrows. And snow. And, of course, you." And you knew that was the Point coming, the place where Sister says, "Get this down in your notes, girls," and she spells the hardest words. He did not spell and there were not any notes.

"And We made you short and tall and good and giddy and gay and like your mothers and like your Aunt Lavinias. And every one had a father and a mother and a house and maybe some brothers and sisters. And We said, 'Go out now, fly out now, and do what you can. But come back . . . and . . . I guess you are doing what you can.'"

"You are doing what you can . . ." Only it was a question this time but it was not like Sister's questions because everybody had an answer and it was hers and it was in her heart. And you thought of things that said you are not doing what you can.

Then He walked a little toward the door and He smiled (which is a thing there is not very much of in classes). You unstiffened your attention a little and you saw there was sun on Him and He was standing in the sun as if it belonged to Him.

"Well, I was just going to say . . ." Now He was at the doorway and His hand was making a mark in the air like a cross, and He was leaving. "I was just going to say . . . if you should need Me . . . I'll be . . . everywhere . . . waiting." And He was gone, and the shadows were standing there and they were looking after Him.

*College of St. Scholastica, Duluth, Minn.

evolution of a nation. We must relate the political, economical, religious, cultural, and educational facts to give the complete picture, and, with this full knowledge, to develop tolerance and neighborliness for the good a nation has done, yet, self-respect and sturdy preparation for the preservation of our own. Many of the current books purposely omit facts that should be admitted, and distort others, so that immature minds will get a favorable impression. There is a book, just in for review, which employs intriguing narrative to impress young minds that a certain nation, by one sweeping law of the ruler, became Christian, and, by omitting the development through the centuries, brings us up to the present by saying: "And now we are just like the United States, the Church and the State are separated." In this instance, there is a deliberate intention to deceive, and such books should not be permitted in the schools of our nation. History is the truth, good or bad, about all peoples.

4. Organization or generalization: for pupils to have at the end of a term, an organized body of facts and generalizations, which in themselves, form a survey of main facts, and relation of a topic to whole series of events and to us, and ending by passing some judgment or generalization.

As we review the preceding significant aims in history, we recognize the principles on which they are based, namely:

Life-relation principle: We must know what is happening now, and what has happened in the past. We must know current events and interpret the times in the light of success or failure of experiments tried in the past that are being tried today. We must know why they failed, to show progress or lack of progress. Examples: evolution of our present-day democracy — why others are envious; our mistake in not being prepared and anticipating Pearl Harbor; our ignorance of the knowledge we should have had concerning Japan as a nation; our ignorance of Nazi education

and aims; our lethargy in dealing with Communistic activity and overanxiety for countries that are interested only in their own selfish aims.

Cause and effect: The above principle is linked with the first three aims of history mentioned before — reproduction of the past, intellectual appreciation, emotional appreciation — while the principle of cause and effect is the basis for organizing and generalizing in survey form.

Psychological approach: The "new label" for this is pretest, but, upon analysis, we find that they both mean the same building on what the children already know, exploring what they know before presenting the new (this, of course, is not just for history, but a required step for all new lessons).

In the evolution of the subject matter of history, we follow development — socially, politically, economically, and in the fields of religion and education.

Next, what technique will the history teacher use? Since our paper has proved that social studies is no "new animal," it follows that there is no new technique. By our model teacher, Christ, St. Thomas Aquinas (student of the greatest Greek philosophers), and on down through the ages to Dewey, the problem question was recognized as the most valuable in history teaching. It challenges the pupil's thought and, in its solution, he necessarily learns to organize and generalize.

The "New History" and "New Methods" do not exist. But a reversion to the Teacher-Learner process, with all possible visual-aid devices to achieve the objective, will accomplish for history what it did for the men in the service. Officer candidates were told, "The training process is made up of four steps involving the learner, the instructor, and the subject matter"; the Herbartian-Morrison steps in teaching were used. Furthermore, they were told, "One picture is worth ten thousand words." (These references are from a military training manual).

Good Teachers Needed

This digression on the teaching process has a purpose: to make clear the meaning of our earlier statement, "It is not the content of history that has failed, but the decadence of professional teaching in the social-studies field." Therefore, history should not be curtailed in time allotted, nor in content, nor confused with any other subject, for there is no such subject as "Social Studies."

NOTE: The following excerpt is from the editorial page of the *New York Times* of November 19, 1945:

"In recent years one school of educational psychology made considerable progress with its program of emphasizing current events and pushing the study of history into the background. . . . News from the United Nations Conference in London, which has just succeeded in establishing an International Educational and Cultural Organization, to the effect that delegates are interested in unbiased history teaching is a welcome sign that leaders sense the importance of the subject."

Knowledge of Religion in First and Fourth Years of High School

Sister M. Joyce, O.S.B. *

THE all-important reason, nay, the only reason for which man was created is to know, love, and serve God and thereby gain heaven. But, do the students in our Catholic high schools really know God, either in His essential attributes or in His laws and manifestations, sufficiently to desire to love Him or to be able to serve Him intelligently? An attempt has been made, through the administration of standardized tests, to measure, in so far as possible, the extent of knowledge of the essential facts of moral and dogmatic theology, possessed by the Catholic high school student in several representative schools. The tests were administered to a total of 151 students; Form A of the test was administered in September, 1944, at the opening of the school term and Form B was administered to the same group of students in April, 1945, at approximately the end of the same school term. The students tested were from the following schools:

Lillis High School (boys and girls), 38 seniors.

Mt. St. Scholastica Academy (girls), 21 seniors.

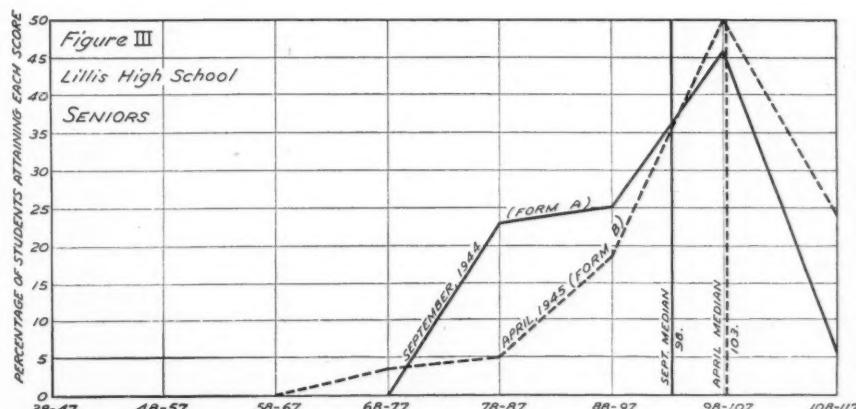
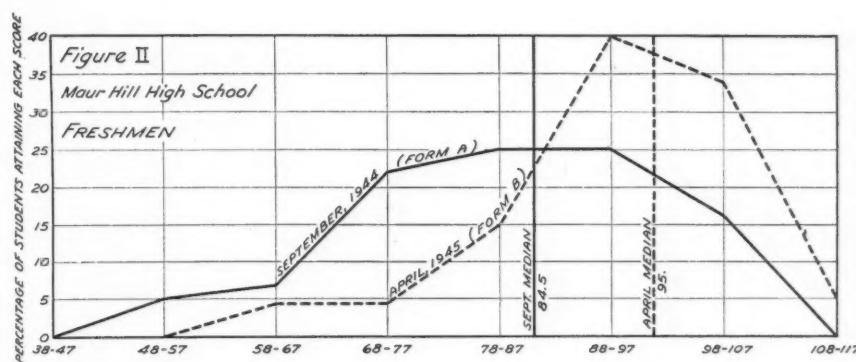
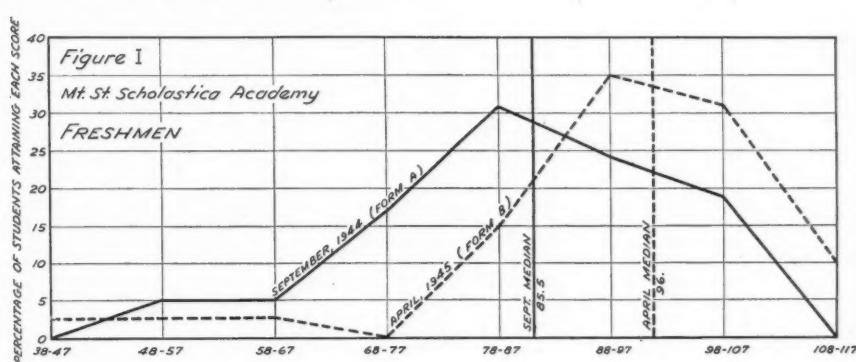
Mt. St. Scholastica Academy (girls), 40 freshmen.

Maur Hill High School (boys), 52 freshmen.

The test administered was the *Religion Essentials Test* published by the Loyola University Press. This test was considered to be particularly valid as to content because of the scientific way in which the essential facts were determined. All the facts pertaining to moral dogma contained in the official catechisms of the Church and the most widely used high school religion textbooks were noted. From these facts which numbered almost 10,000, experienced teachers eliminated the nonessentials. More than 300 theologians, administrators, and teachers throughout the nation passed judgment on the remaining 2187 facts. They were free to add to this list any fact which had been previously eliminated or forgotten. Seventy-five per cent of the jurors labeled 936 facts as being essential.

After much experiment, revision, improvement, and standardization these 936 facts were finally grouped into eight objective tests of equal difficulty appearing in the eight forms — A, B, C, D, E, F, G, and H. The first two forms, that is, forms A and B, were used in this experiment. Since all forms are of equal difficulty results obtained on one form may be compared with those obtained on another.

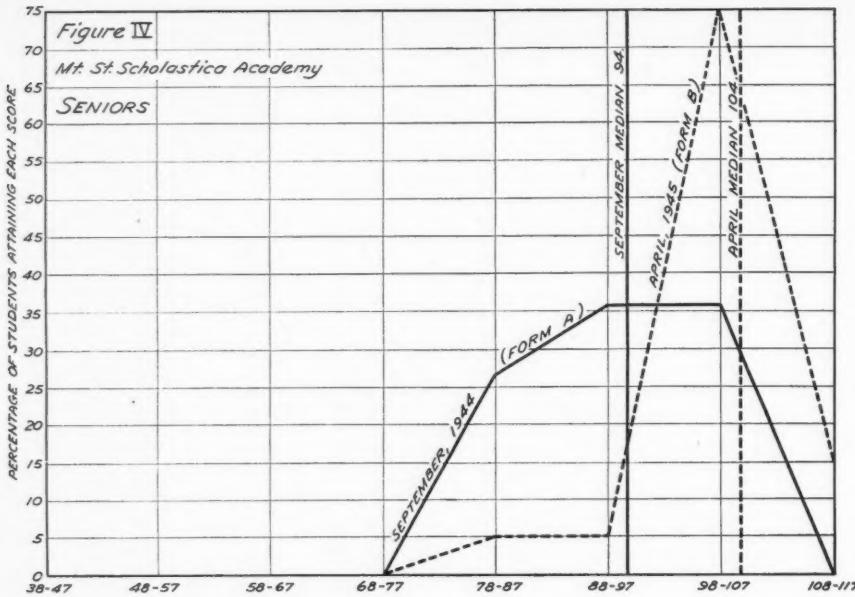
For purposes of comparisons, graphs



were constructed in which the scores were plotted against the frequencies. To these graphs the reader is referred. Figure I shows the religious attainment of the M. S. S. Academy freshmen class over a period of one school year. The scores ranged from 38 to a highest possible score of 117. They were placed in groups of 10 units each in order to

form a more aggregate distribution. The frequency of scores for each group was converted to percentage so that the data could be compared also with that for the other classes tested, each of which consisted of a different student population. From Figure I we can see that this freshmen class made a substantial gain in knowledge, their median score being

*Mt. St. Scholastica, Atchison, Kans.



raised 10.5 points, that is, from 85.5 to 96. Each of the graphs may be read in the same manner. All are drawn to exactly the same scale to facilitate comparisons between the different classes. Graph V represents the religious knowledge of a freshmen class just entering high school as compared with that of a senior class of the same high school at the end of four years religious instruction. The 18.5 point difference in the freshman and senior medians show that many of the essential facts which the student did not know upon entering high school were acquired during the four-year term.

However, a scrutiny of Figure VI shows that there is still a great frequency of error in many of the most fundamental Christian doctrines. It is particularly astounding to note that, whereas 17 per cent of the freshmen did not know that, "when administering Baptism to one in danger of death, water may be poured on any part of the body if the head cannot be reached," more than twice as many seniors were not acquainted with this fact. That such a large percentage of both freshmen and seniors did not know "God will dispose all events whatsoever, the evil as well as the good, for His own honor and glory," indicates that these students lack a knowledge and appreciation of the omnipotence of God. In like manner, upon examining the other frequently missed questions, one discovers that the error in each betrays an ignorance or at least only a hazy conception of one or more of the most sacred truths held in the Catholic Church.

The purpose of administering standardized objective tests in religion is primarily to measure factual knowledge, to give the teachers and the pupils an opportunity to measure progress. The realization that one is progressing serves to motivate and stimulate further effort to reach the desired peak of knowledge. Besides measuring progress, these tests tend to show up many of the more serious deficiencies

in instruction, thus discovering to the teacher what facts require further explanation and drill.

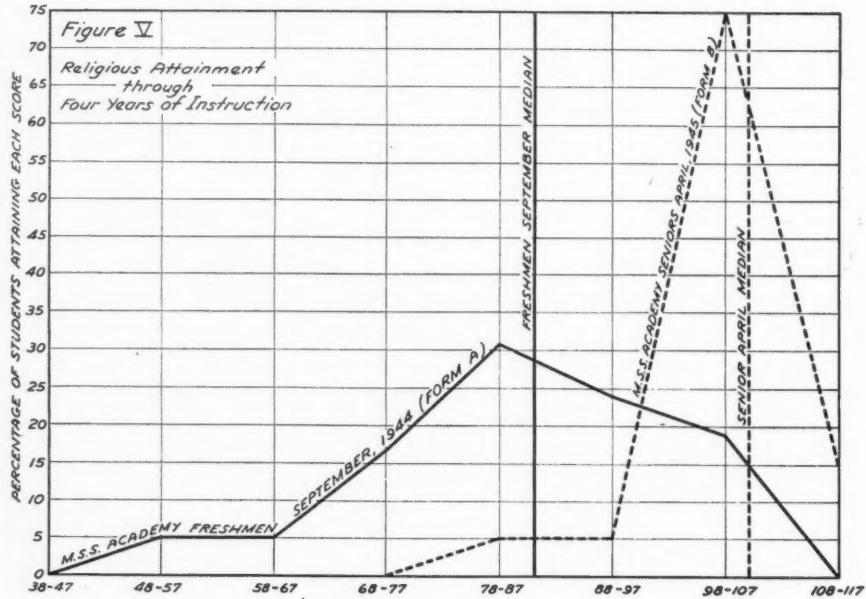
As Frank Sheed states in his book, *A Map of Life*, "we are all in a position to learn from the Church the truths of Christ entrusted to her, and these truths cover not only the bare minimum of necessary things—purpose and law—but also much besides for the further enrichment of man's mind and man's life." Religion, however, involves not only the single condition of knowing God and His divine will, but also it includes loving Him and serving Him. The objection often maintained against objective tests in religion is that they measure only factual knowledge but take no account of moral attitude, ideals, the acquisition of virtue and the avoidance of sin. True,

in actuality these tests do measure only factual knowledge; but since the knowledge is the necessary prerequisite to the formation of ideals and attitudes, they do measure the student's potential moral attitude. Take, for example, the simple fact that there are two natures in Christ, a human and a divine nature. Without knowing that Christ had a divine nature, how could one properly appreciate and love the Blessed Virgin Mary as the Mother of God? Without knowing that He had a human nature how could we evaluate His boundless humility in becoming Man?

A knowledge of God in all His attributes and manifestations is necessarily a powerful and almost unfailing stimulus to loving and serving.

What the student needs in order really to live his religion is not so much to be taught more facts, but rather to be taught in a more synthetic manner the fundamental religious truths as a whole. Let him be taught the simple religious facts thoroughly together with their relationship to one another and their practical bearing upon his own life. This integration and application will tend to impress the truths upon the mind of the student and thus increase his knowledge; it will give him a religious awareness in all the activities of his life and thus help to form his moral attitude.

This discussion has gone somewhat afield from the topic of objective religion tests but the digression was for the purpose of showing how these tests, in measuring factual knowledge, can and should also give some indication of moral attitude. The conclusion to be drawn from the results of this experiment is that a year of religious instruction is giving the student a substantial increase in his knowledge of religious facts, but great consistency and frequency of error indicates a real lack of knowledge in certain fundamental truths.



**FIGURE VI. QUESTIONS SHOWING MORE THAN 30 PER CENT
ERROR IN EITHER FRESHMEN OR SENIOR CLASSES**

<i>True—False</i>	Percentage of Error	
	Freshmen	Seniors
The existence of two natures in the Divine Person of Jesus Christ can be learned from reason.....	62	46
God will dispose all events whatsoever, the evil as well as the good, for His own honor and glory.....	56	42
Everyone who has faith will be saved.....	46	24
If a person is in the state of grace when receiving the sacrament of penance, sanctifying grace remains unchanged.....	33	25
When administering baptism to one in danger of death, water may be poured on any part of the body if the head cannot be reached.....	17	36
<i>Completion</i>		
If a person misses Mass on Sunday thinking it is only a venial sin, he commits a _____ sin.....	64	17
If a person despairs of his salvation and the means of attaining it, he sins against the virtue of _____.....	42	10
A person who loses his temper commits a sin of _____.....	39	12
<i>Yes—No</i>		
Your parents attend the funeral services of a neighbor at a Protestant church merely for social reasons. Are they permitted to attend under those conditions?	38	10
<i>Multiple Choice</i>		
When a person commits mortal sin he loses sanctifying grace and (1) membership in the Church; (2) all past merits; (3) the hope of regaining sanctifying grace; (4) the natural life of the soul.....	82	71
It is sinful to neglect receiving confirmation because it (1) confers many graces; (2) is absolutely necessary for salvation; (3) imprints a sacramental seal on the soul; (4) is a sacrament of the living.....	75	66
When we love God above all things for His own sake and do His will, we worship Him by (1) faith; (2) meekness; (3) patience; (4) charity	72	68
The Church is united under (1) civil rulers; (2) its lawful pastors; (3) a national law; (4) the laity.....	44	27
God's law of love for our enemies requires that we (1) associate intimately with them; (2) prefer them to our friends; (3) bestow on them tokens of friendship; (4) show them the ordinary civilities.....	44	25
It is always a mortal sin to (1) become angry; (2) use deliberate blasphemy; (3) use detraction; (4) wish evil to another.....	44	32
The use of abusive or contemptuous language or actions against the saints is (1) blasphemy; (2) profanity; (3) perjury; (4) detraction....	42	38
The sacrament of extreme unction (1) can be received only when a person is conscious; (2) can be received by one who is in good health; (3) can be received by infants; (4) must ordinarily be received in the state of grace.....	34	34
A person who is fasting is allowed meat (1) as often as he wishes it; (2) once a day; (3) not at all; (4) twice a day.....	33	34

Teacher Types Among the Saints

*Sister M. Emil, S.S.N.D. **

CLASSROOM management is easy for some people, but others always find it difficult. Dominating personalities take to enforcing military discipline successfully. Magnetic types easily draw others under their personal influence. Teachers not gifted in either way find it hard to manage. A study of these three groups, through the eyes of faith, would show the equally balanced assets and disadvantages of each.

The two more successful types must go through a great struggle to make themselves what God wants them to be, and they need a

special grace to realize that of themselves they can do nothing, whereas, in the case of the less gifted teacher, her very deficiencies can be these enlightening graces. Vainglory and selfishness seek entrance among the former, while discouragement is the danger to the latter.

It is hard to place the saints in categories. By the grace of God, they have made masterpieces of their lives by redirecting their bad qualities, perfecting the good, and implanting virtues not natural to themselves. But I would like to give examples of the three types from among the teacher saints, to show how

God makes use of each for His designs.

St. Ignatius Loyola is an example of a militaristic discipline. His whole method of spirituality is governed by fixed laws. His sons constitute a great army upholding the authority of the Church, their chief characteristic being unquestioning obedience to the Vicar of Christ. But Ignatius had to learn that his own glory was not important and we later see him battering away at the ramparts of another soul of the same mettle with, "Francis, what does it profit a man if he gain the whole world, but suffer the loss of his own soul?"

The Little Flower of Jesus, blessed abundantly in nature and in grace, is an example of personal control. She has hundreds of little souls following her little way, charmed by her beauty and simplicity. But, before this, she has charmed the Son of man Himself—in how many ways has He not shown it? And yet this same Jesus brought her through the crucible of suffering until she could declare that were all creatures to look with favor and praise upon the Little Flower they could not impress her with vanity or pride.

As for the third type, are there any saints who, despite themselves and their seeming lack of gifts, God has raised to be His instruments? Many. St. Bernadette seems to be one of these. From amongst the lowly, she is chosen to be the mouthpiece of the Immaculate. Mary has taught the world through her. The Cure of Ars seems to be one of these. Superiors deemed him too stupid for the priesthood, but he worked marvels in the confessional. Kateri Tekakwitha seems to be one of these. She has important truths to teach which white men and Indians need to learn. And Blessed Martin is one of these. Blessed Martin rose from the downtrodden Negro race, to teach the equality and brotherhood of man.

Finally, there is one teacher in whom the three types are perfectly blended—our Blessed Mother. She dominates the world, we call her Queen. St. Bernard can best explain this: "She keeps her Son from striking us; she keeps the devil from hurting us; she keeps our virtues from escaping us; she keeps our merits from being destroyed; she keeps our graces from being lost." What power! What exercise of authority! As for personal control, what could we say of a being of whom the Holy Spirit Himself says, "Thou art all fair, O My love"? How then can she be compared with the less gifted teacher? Of all God's creatures, she was given the most stupendous and humanly impossible task there ever was. With God's grace and a perfect faith she succeeded. She put herself in line with the rest of mankind to receive the one talent, or two, or five, and on reception of the gifts she sweetly exclaimed,

"My soul magnifies the Lord,
And my spirit rejoices in God my
Saviour,

Because He has regarded the lowliness
of His handmaid."

Today God has chosen for His teaching staff many different kinds of souls. He has

*St. Michael Convent, Milwaukee 5, Wis.

dominating personalities, and magnetic ones, and very ordinary ones. He has given the first the art of organizing, of enforcing respect for authority. He has given the second a way of drawing souls, so that they may direct and advise. Their example leads their followers, and if they be saints, there will be saints in their footsteps. These are the trusted counselors to whom the young come with their personal problems.

But unless these teachers live close to God they can do much harm. They can be influences for evil. They can give preference and attention to some, and overlook others. Worst of all, they can lead souls to themselves and keep them there.

Those who take up the task of training others with no special aptitude must plod along and experiment long until the work becomes easier. Often it does, and teachers can look back over their lives to view the good results of their labors. Sometimes it doesn't become easier, and then the wonder or doubt starts creeping in, "What am I not doing that others are doing? Am I just a failure?" Discouragement is devastating to the soul

that is seeking sanctity. Faith must guide this teacher, reminding her of the words of Christ, "You have not chosen Me, but I have chosen you." She is the instrument, Christ is the fashioner of souls. The more the instrument is perfected, the more easily can it be handled. She should remember that Francis Xavier did not save souls because of his personality, but because of his sanctity; St. Therese did not become the leader of little souls because of her personality, but because she was an instrument of Christ. Blessed Martin and Bernadette and Tekakwitha are doing more for souls after their death than during life because they allowed themselves to be "Handmaids of the Lord."

What is the conclusion? Here we are in the teaching profession with our different, separate characters and gifts. We must use these to their utmost, doing the will of God, working as if all depends on us, praying as if all depends on God. With this thought in mind we need not worry about outcomes or lack of them. We are fulfilling the reason for our being.

brighter, constantly harping on this same theme, will find that the slower youngster will become depressed, imbibe a don't-care spirit, and give up all effort to do what is right, feeling that no matter what he does, it won't receive approval, because the favored child is still so much better. The same thing can happen in the classroom. Is it just to be pitting a poorly endowed, hardworking student against a brilliant fellow who requires little or no effort to get along? It may lead to downheartedness and complete disgust with all school work.

Some Remedies

What is to be done by the educator to meet this pressing problem of the adolescent? Obviously we cannot expect youth to change. This will always be a problem, but it can be met intelligently and understandingly.

Consider, for example, the matter of competition. Instead of pointing out constantly how deficient a pupil is as compared to some more talented youngster, it would be better to rate him on the extent to which he is living up to his potentialities. What is needed likewise is a saner idea of what constitutes progress. Trying to get a boy to achieve something manifestly beyond him is making of him a Don Quixote fighting windmills. Only, he may not have the spirit of Don Quixote, and decide that the whole business of education is a drug on the market. Herein lies the wisdom of having students take a course they are able to handle. This is not to advocate intellectual stagnation. But if a student spends four years of high school trying to do something beyond him, he may become a demoralized and defeated human being. We should encourage the boy in the way of possible progress for him. As soon as he achieves something, life becomes fuller and more meaningful. He is led to put forth additional effort, and growth follows.

Some educators do not give encouragement because the results achieved do not seem to be objectively significant. They miss the point in thus acting. Is this daub of a drawing, this "horrible" verse, this crude composition a step forward for him? That's what matters. And for this the boy should be encouraged. The first act of charity a youngster performs for the poor may be utterly infinitesimal objectively—but it may represent a distinct change in his inner life. Similarly the first visit he makes to our Lord as his Friend may be a definite departure. The cold-water specialist who would with objective detachment remark how little had been actually achieved would hardly be nursing the smoking flax or the bruised reed.

In fact, consider the truly great educators whom you have met in your experience and see whether their hold on youth, their ability to lead youth on, does not lie precisely in this: that they take on the mind of youth by sympathy, and are able to see beneath the insignificant externals, a profound internal development which they encourage and foster to the best of their ability—some would say even to absurdity.

The Discouragement of Youth

*Brother U. Alfred, F.S.C. **

HOW often the older generation laughs to itself at the "tremendous" problems of childhood and of youth. What a mature person passes off with stoicism or good-natured ridicule looms to the young as a difficulty not to be endured, or as an insurmountable obstacle. The teacher must have noted this in many an instance. A boy cannot get algebra. Questioned, it may be that there is but one point bothering him. Nevertheless, he gives up.

What is true in the intellectual field is no less so in the domain of morals and of religion. Because of one or two sins, the boy gets into a state of hopelessness. The bottom has dropped out of his world. He is definitely bad and nothing can be done about it—so he thinks.

Discouragement is manifested in ever so many instances wherein a youth sets out to do something, but because success and achievement do not come rapidly, he gives up.

Causes of Discouragement

Now, what is at the bottom of all this? On the one hand, there is the idealism of youth. The mind and soul are beginning to awaken to the meaning of life and reality. Great plans are projected for the future; visions of glory and a brilliant career are rampant. But on the other hand, there is the inexperience and ineffectiveness of the stripling. He is like the child trying to grasp the moon. He has little or no realization of the distance that separates him from his objective. Perhaps, if he

had a very clear notion of this, he would be still more discouraged. But mercifully he has not.

Nevertheless, in his efforts to reach the goal of his ambitions, he is apt to grow fretful because he does not arrive as soon as he would like. The older person with a little experience behind him knows that one or two setbacks do not mean a great deal; but to the novice in life, one or two setbacks may seem like the end of all. From this deficiency in experience, likewise, comes uncertainty, which makes it difficult to go on. Anybody can keep striving if he has a reasonable assurance of success in the end. But when uncertainty as to the outcome preys on the soul, the very basis of effort is cut away. Such are some of the general characteristics of youth which would seem to foster the spirit of discouragement so noticeable in that age.

There are other factors, of course, of a more specific nature which come to mind in this connection. Nagging parents or teachers are a none too negligible element in the problem. Constantly telling the boy "You're hopeless," "You'll never amount to anything," "Why don't you take after your father?" etc., will by a process of suggestion lead, in many instances, to that very inadequacy which, presumably, these solicitous elders are trying to remove.

The ridicule of companions, likewise, especially when called forth by a teacher, is not very inspiring.

Competition, carried to excess, is a contributing cause. Parents who foolishly compare one of their slower children with one of the

*Brother Visitor, Mount La Salle, Napa, Calif.

We may also be of service to youth by training them to perseverance and sustained effort, pointing out over and over again that a few mistakes do not mean failure, but that failure would surely result if one stopped trying because of mistakes. We might use the analogy of the football player. He might make many, even costly, errors. But if he refused to give up and fought on, he could still win the game. Whereas, if he allowed his errors to get the better of him, he would certainly lose.

We should oppose the doctrine of types in its extreme form. A student who succeeds well in English and literature is dubbed the

literary type. If he does not get mathematics, that is just what the believers in type expect. This notion is passed on to the student. He then excuses his failure in mathematics by this alibi: I am the literary type. It would seem that a person of good mind should, with sufficient effort, be able to master almost any subject. What happens, of course, is that such an individual may have been discouraged in his younger days or failed to win recognition and success in a given specialty. Or else he did not like the subject, and so, for this reason, did not make progress. The idea of types, of course, is not entirely untrue. But it is this author's opinion that the con-

cept is unduly emphasized and is a cause of frustration for many students.

Finally, there is discouragement in religious and moral difficulties. This is not remedied by diatribes and ranting, but by showing the students that there is a way out. They are, very probably, convinced already of their wickedness, possibly so convinced that they believe it irreparable. They need to know the goodness and kindness of God, our Saviour, and the abundant help they may secure from grace and prayer. This will be a little more realistic to them if the representatives of the Good Shepherd show that kindness and spirit of forgiveness He possesses.

A Story of Another Bad Boy

Sister Marie de Lourdes, O. Carm.^{}*

BUSTER tumbled out of the old yellow school "transfer" and, arrowlike, streaked across the playground. From his ten-year-old height he peeped over the shoulders of a knot of on-lookers, giving an ungentele jerk to a braid of healthy yellow hair. Elizabeth Wooley, owner of the braid, swung irately about, and knocked him squarely in the eye with the same pigtail.

"Say — Cinderella," he glared at her, rubbing a watery eye, "can't you keep them propellers still? What's the fight about, anyway?"

"My name isn't Cinderella," answered Elizabeth with dignity. "These aren't propellers, and if you want to know what the fight's about, ask them," she ended, indicating the wrestling pair hidden by the crowd.

Grunting unintelligibly, Buster paddled through shoulders four deep, and with one commanding swing, brought the fighters to their feet. With a hand flat against the chest of either pugilist, the newcomer introduced himself. "Starting from today, there'll be no fights here unless Buster Brown is in on it. And I'm Buster Brown, see!" And he shook them until they nodded assent.

The Little Boss

From then on, all the boys showed a certain deference for Buster's wishes, dictatorially expressed or not. Out of fear of his bullying they consistently avoided him, despite the fact that he was rather small for his age. The girls were no friends of his either, and congratulated themselves when they could succeed in being ignored completely.

On his first day, Buster filed into his classroom docily enough, taking a seat in the far rear. He eyed Sister Ignatius, the fifth-grade teacher, very carefully for the first half hour, seeming to hang on to her every word.

"I give her just one week," he whispered to his pigtailed neighbor, smirking at the black robed figure facing them.

"What do you mean, one week? She's been in this school for three years," came the ventriloquist-like reply.

Buster puffed in disgust. "Can't you see for yourself? I'm going to give her some experience — and she wouldn't last two days, only I'm going to make it slow torture so she'll last a week, that's all!"

The First Episode

Elizabeth grinned and kept her peace, whereupon Buster grasped his ink bottle, loosened the stopper slightly, and sent it rolling up the aisle. Inky spatter-work on white socks and legs roused a cry of protest. Buster eyed Sister Ignatius with a what-are-you-going-to-do-now sort of smile. The teacher held his eyes for a long moment and went serenely on with her lesson, not once glancing again in Buster's direction.

He Tries Again

Recess came and went in lusty style. The classroom quieted down quickly as a multiplication drill was penciled into each and every tablet. Buster, writing a string of numbers which he ingeniously added up to a row of mustached faces, kept a casual eye on Sister Ignatius' movements. He suddenly lowered his head — in triumph — as he saw her stumble and steady herself on a desk. His triumph suffered a radical change in the next few minutes. Through furtive and astonished eyes he watched his teacher wade through a labyrinth of very fine wire with seemingly little difficulty. How she had gained possession of the other end was a puzzle to Buster — unless that suspicious giggle from Elizabeth meant anything.

He could see very well that she was winding it all quite nicely around her pencil as she walked up and down inspecting the arithmetic pads. Buster became conscious of mocking eyes and grinning faces in every part of the classroom. Defiantly, but with a somewhat helpless feeling, he squared his jaw. In spite

of himself he could not keep from watching Sister Ignatius' busy fingers, even when they stopped abruptly at his desk where the other end of the wire was attached. Smiling slightly, the nun bent over to detach the wire from the ironwork of the desk.

"I'd like to keep this if you don't mind," she explained very pleasantly. "It may come in very handy, you can never tell."

"How long do you think she'll last now?" taunted the irrepressible Elizabeth.

"Wait!" Buster retorted between clenched teeth. "Just you wait! There's some things girls and women just can't stand!" And if Elizabeth had not been convinced of her teacher's ability to take care of herself, she might have felt obliged to give her a timely warning. Not telling was more fun — not telling, and watching Buster.

Starts a Zoo

On Tuesday morning, the iron lid on Sister Ignatius' inkwell tinkled as it flapped gently up and down. She rose and leaned over the desk. "Oh," she cried in a clear voice, "the poor little thing! Doesn't someone have a box — yes, that's the very thing," she pointed to a small shoe box on Buster's desk. "Bring it up here, Buster, and we'll fix him a more comfortable cage." And she carefully extricated and held up by the tail a small frightened lizard.

"A strip of cellophane over the opening," went on the enthusiastic teacher, "and some air holes on the sides will make it a perfect home for him. Then we can feed him and watch him grow. Does any one know the story of the lizard's blade?" The profitable discussion on nature lore which followed the question only added to the frustration of Buster Brown, who had obediently contributed his box. He was beginning to feel a little respect for his teacher — almost! Of course he hated to weaken. What puzzled him was that she didn't get mad — or scared. "But give her time," he thought.

*Mount Carmel High School, Lafayette, La.

Wednesday morning Sister Ignatius opened a desk drawer only to snap it shut with evident haste. But her eyes were calm when she glanced around the room. "This time a box won't do. I think a jar would be better—a large one, so he won't be cramped. We can always punch holes in the cover."

"What is it, Sister?" asked the girls in alarm.

"Oh, nothing to be afraid of," Sister Ignatius laughingly replied. "It's just a harmless little garden snake. It seems strange that he should have gained access to my desk but since he's here we might as well use him, don't you think?"

"Let's start an aquarium," suggested Elizabeth with a sly peep at Buster. "We can all bring something." Under the hum of enthusiasm, Elizabeth could not refrain from aiming her shots more directly at her target. "Who's torturing who?" she audibly inquired.

Continuous Bombardment

But Buster paid little attention. He was too busy making plans for quite another technique, one that was sure to work. It was the technique of noise, by whatever means. He knew that the healthiest nerves were sure to break under continuous, systematic disturbance, so he opened his new campaign the next day. He stamped his feet, slammed books, rattled his inkwell, dropped books, squeaked the hinges on the seat of his desk, drummed a tune with pencil or ruler, whistled, or hummed. And Sister Ignatius put up with it all—for an hour and a half. "Buster Brown, will you please remain in for a moment," she requested as the ranks filed out for the Friday morning recess.

The boy mustered up a degree of nonchalance in view of the straight, serious lines on Sister Ignatius' usually rounded cheeks. Nonchalantly he twirled up the aisle when she beckoned to him, and a little too nonchalantly swung round and round before her desk, accidentally knocking to the floor a small standing Crucifix. He did have the good grace to pick it off the floor.

"Kiss it, Buster," Sister Ignatius quietly commanded. The boy hesitated, looked away from the nun, and firmly set the Crucifix back in its place.

"Why should I?" was his surly answer. "It's only a piece of lead—and I didn't do it on purpose." Sister Ignatius fingered the Crucifix, and catching him off guard, swiftly pressed it to his lips.

"Yes, it's a piece of lead—but it's the image of your Saviour. He was a hero for you, whether you like it or not. He gave His life for you, and you—you can't be big enough to behave properly for a few hours a day." Buster felt scorched under her withering look but still faced the fire in her eyes, which seemed to have him under some kind of spell.

"I saw you yesterday playing leap frog over and under the desks," she went on in a measured tone. "I know that you get into at least three fights a day. Yet you could be the finest boy in the class and the most popular.

But I can't put up with you any longer. I have tried to be very patient, but you puzzle me very much, boy. What is it that makes you so bad?"

Buster's Surrender

Buster straightened up defiantly but dropped his head immediately before the Sister's sincere and kindly gaze. He opened his lips only to shut them again. It was no use, he could not lie to her. He put his hands on his small stomach. "Sister, I am hungry!" came the surprising, honest, and pitiful explanation. "I'm so hungry, I can't keep still!"

Instinctively Buster stepped back. His manhood recognized the dangerous softness that suddenly suffused the Sister's face—and yet he almost wished she had hugged him.

"What did you have for breakfast?" she inquired huskily.

"A glass of milk—but it was more than Sue had," he added with some show of tenderness. "She didn't get any breakfast 'cause the can didn't go around to all seven glasses even with the water in it."

Not waiting for more, Sister Ignatius led Buster firmly by the hand to the convent kitchen where he did full justice to a tall glass of milk—unadulterated—and a huge slice of fresh bread. Between gulps he gave his teacher a realistic and shocking description of one instance of American poverty—America, the land of dollar bills.

"We are seven and we almost never get enough to eat, 'cause you see Ned's sick, and all the relief money goes for medicine. At least half of it," he added, draining his glass with audible satisfaction.

"How much money does your mother get from the relief bureau?"

"Twenty dollars a month, but that don't go far with seven children and nobody earning any money," Buster said with a wise look, for he had lived long in his short life.

Buster Learns a Lesson

"What about your eldest brother? Isn't he old enough to get some kind of job?" insisted the nun.

"He's trying, but everybody says he's too young. He's only thirteen, but he looks older—only Mother says it doesn't pay not to tell the truth."

"Hum-m," commented Sister with an eye to Buster's dubious expression. "Your mother is perfectly right." She rose from the kitchen table as the bell announced the end of recess. "Well, anyhow, you go straight to the cafeteria at noon. I'll tell the cook to give you a plate lunch and a bowl of soup. And that's to be the order every day."

The boy shuffled his feet and looked somewhat disturbed. "You know," he blushingly confided, "I thought that the Sisters only liked the rich people. But I guess I was wrong. At least it seems so." Sister Ignatius placed a hand on his shoulder as they crossed the yard together. "Yes, boy, you were wrong. That crucified Figure you did not want to kiss—He was poor, and no doubt there were times when He was hungry. He loved the

poor, remember that Buster, and He loves you and all boys like you, but He wants them to take the hard knocks like a man, just like He took them, and not like cowards." Buster nodded thoughtfully. He stopped.

"Well?" smiled Sister Ignatius.

He Gets a Job

"My transfer doesn't pass until four-thirty every day, and, maybe I can help you do some odd jobs that—"

"Good for you! I expect you to earn that dinner every day. I can give you plenty to do to keep you busy—and out of fights," she added laughing.

Buster was taken aback, at the end of the day, by the first jobs Sister Ignatius offered him. "Get a bucket and a brush from the hall broom closet," were Sister Ignatius' uncompromising directions, "and rub off all the ink spots on this floor. Tomorrow you can mend all the broken screens with that spool of fine wire on my desk."

Buster flushed to the roots of his hair, but good-naturedly set to work. That noonday meal had been extra good. But to his great annoyance and shame, who should come tripping into the classroom but Elizabeth of the pigtails. Driven by the curiosity attributed to her sex, she had purposely lingered to discover the nature of Buster's punishment, as she thought, and to do a little rubbing in on her own account.

"So that's your penance, is it," she teased. "Be sure that you get all the spots off near my desk. Look there! It's still dark and ugly and you skipped right over it."

"Who's doing this, in the first place?" Buster demanded angrily. "And in the second place, this isn't a punishment. And if you know what's good for you, you'd get out of here, you little ---!"

Clapping her hands over her ears, Elizabeth tripped to the door and tauntingly answered, "It's as plain as day that scrubbing is a lot of fun! Come over to our house when you finish, and mother will welcome you with open arms. Any maid-of-all-work will do, these days!" Buster seized the stiff brush, intent on flinging it at her, until his eye caught sight of the Crucifix on Sister Ignatius' desk. He paused, and sought some comfort in throwing a few more invectives. "If you come, I'll tell Mother to wash your mouth of all that vile language while she's at it!"

Cinderella Learns Also

Elizabeth walked squarely into Sister Ignatius' arms as she flung her head back for the parting shot. A finger on her lips, Sister led her to the opposite classroom where the two conspired for some time. It was a changed Elizabeth who stepped out into the hall again—changed by the role Sister had asked her to play in a real life drama. First she must get her father to hire Buster's eldest brother at the warehouse. Next she was charged with the responsibility of making a man and a gentleman—two distinct things—out of Buster Brown, with the assistance and guidance of Sister Ignatius.

Movies As Educators

The Hickory Stick Goes to Hollywood

*Adolph Schalk **

THE influence of motion pictures is tremendous not only in direct classroom film instruction in schools, but also in the world of entertainment and recreation.

Self-expression is the focal point from which all education evolves, and the specific function of the school is the making of minds—minds capable of thinking; minds capable of enabling the individual to express himself.

But, it has been objected, the use of sound film in formal classroom instruction doesn't train the mind to think. All the thinking has been done for us and is on the screen. It is for us merely to look on, as so many dumb cattle, at the spectacles of color and fantasies of enriched imaginations, or pleasing packages of information, animated and cartooned. But is all this true? Let us examine the facts and see.

DIRECT MOTION PICTURE EDUCATION

Advantages of Sound Film

How often have teachers sighed regretfully, "I know this present matter is interesting to all of you, but we must go on. We haven't time . . ."? Space and time are traditional handicaps to classroom instruction. With the aid of sound film much of this difficulty is overcome.

Students of biology often must postpone or omit a field trip to study plants or animals because the season of the year isn't just right. Such a field trip can be taken in the classroom by means of sound film, and instead of usurping an entire day, such a trip would take but a single class period or a little more.

A geographical survey of a foreign country is a physical and economical impossibility for most children, except by means of textbooks and, now, sound films. Now they can all but live in the countries which they explore visibly and enthusiastically.

Sound film can reproduce motion and sounds of living things, eliminating the normal fatigue of hunting and tracking them. It can stimulate attention. It can present matter with continuity of thought and, adapted to the mental age of the class, it can omit the complexities that are too difficult for beginners.

If we take a drop of water, put it on a glass slide, and then slip the slide under the microscope, a whole new world appears before our eyes! There is much here that can be studied, much to be seen, much to be learned. And yet, we are just looking on. Can mere sense impressions teach us to think? To express ourselves? Yes, if we know how to apply the

EDITOR'S NOTE. We have arranged with Dr. Geo. E. Vander Beke, head of the department of education of Marquette University, to act as adviser on Audio-Visual Aids. Readers' questions should be addressed to: "Audio-Visual Aids," Catholic School Journal, 540 N. Milwaukee St., Milwaukee 1, Wis.

Dr. Vander Beke, commenting on Mr. Schalk's article on movies in the school, observed that teachers might find it difficult to see raised hands in the semidarkness of the room, but advises discussion of the film, immediately after showing, to bring out important points and to give the pupils practice in self-expression. He calls attention, also, to the advantage of a film over a trip to the zoo. The film will show what the teacher wishes the pupils to see—without the distractions of irrelevant noises, other visitors, etc.

sense knowledge. And enlarged movies of microscopic bacteria show not only the functions of these germs, but they eliminate squinting.

Slow motion permits a close study of the principles of nutrition and locomotion of animals and insects that otherwise would be impossible. Animated drawings and diagrams explain obscure passages. Double exposures permit comparison and contrast. Mobility of the camera takes the observer to advantageous positions for study. These are but a few of the advantages of sound film in formal instruction.

Function of Sound Film

The major function of sound film is to present information. "Hold on! Is this self-expression?" you may argue. No, in itself, it is not. But neither can the monotonous presentation of facts by a dull teacher be called self-expression. There are some schools that pretend to educate their students but their products are but reservoirs of information. It is no secret that many college students sit in classrooms day after day, exposed to the platitudes of a would-be teacher. In such instances, unless the student is a "go-getter" he will no more learn self-expression than the flies that accompany spring fever to the classroom each year.

The success of sound film in bringing about thinking depends largely on the teacher, the manner of presentation, and the ways in which the students have been taught to receive film instructions.

This development and utilization of educational talking pictures in schools cannot be haphazard like the short subjects in the local movie theater. They must be the result of much planning and research and adaptation

to the individual needs of the class. And investigations have shown that where this method of instruction has been most effective it has meant more, not less, work for the teacher.

Nor can sound films take over the work of teaching. They will never replace oral instruction, and, like too much of any good thing, will fail if adopted as a laborsaving device for the teacher or student. They are intended not so much to make classwork easier in the sense that the student will have more time to relax and less work to do. On the contrary, whenever properly applied to the curriculum, sound films induce the student to become more industrious, inquisitive, and they stimulate him to express himself better.

Teaching With Films

The methods of film instruction depend so much on individual needs that only examples can be given here.

The development of the liturgy of the Mass or the sacraments may be one film. The children may be instructed beforehand to watch for certain points that the teacher may wish to stress, and to indicate this during the projection of the film by holding up their hands each time the point is recognized. Afterwards the pupils may be given a test of observation or one that will enable the teacher to estimate how much the pupils grasped. Essays may be required. If the pupils are taking a drawing course they may be asked to draw some sketches of the scenes or items that they saw in the picture.

An oral quiz should be held afterwards. The teacher may ask some questions that were not answered in the film, thus initiating consultation and reference work.

Students of zoology may take a trip to Filmland Zoo. Geologists can take a field trip to study rock strata and fossils. Elementary pupils may learn note reading from the film story of "Nancy in Songland," where everyone speaks in the language of music and all books are written with notes. Nancy, a stranger in Songland, cannot ask for food or lodging because she can't speak Song language. A little elf appears who understands her trouble and teaches her to speak in song with animated Clef and notes. This may sound like Mickey Mouse stuff, but it works.

You may say that an actual trip to the zoo is better than a Hollywood excursion. True. But there are many cities that don't have zoos.

Natives in uncivilized countries have been taught physical hygiene and sanitation by means of films, and the results are very satisfactory.

During the war, training of servicemen by

*St. Louis Preparatory Seminary, St. Louis 19, Mo.



Saint Joseph's Lilies.

— G. C. Harmon

INDIRECT EDUCATION AND RECREATION

From a standpoint of entertainment, movies are perhaps not appreciated as a factor in the educative process. And yet, a comprehensive view of education forces us to consider everything—including recreation—that contributes to a man's character. We cannot, therefore, ignore the significance of movies in the development of the individual, for this development is not restricted to formal classroom instruction but extends to every phase of life.

The good things that were said for movies directly educational cannot be said for mov-

ies in the field of entertainment. And no one will question the tremendous influence of the cinema on society. There are those who make movies a place of refuge to escape religion. And then there are those who would make of motion pictures religion itself. Literally, a religion. The screen is the altar. Light beams, darkrooms, and celluloid, are the instruments of sacrifice. An English writer, Huntly Carter, in his book, *The New Spirit In The Cinema* said: "So would arise the Theater-Cinema Cathedral as the center of expression of civic and national life . . . the United Theater and Cinema . . . the science and religion of humanity. . . . Thus Solomon was divinely appointed to build a splendid temple in the service of God, and the people supplied the spontaneous spiritual factor. . . . May not wisdom and the English people build a splendid *Theater-Cinema Temple* to initiate all into a new philosophy and new religion?"

During the war, when the public mind was turned by sorrow and horror back to God, the movie producers, bent on giving the public what it wanted, made many movies with religious themes, or background. There were several religious movies contracted when the war ended. Almost immediately most of these were canceled or altered so as to appear not "too religious," because it was felt that the public mind would relax its prayerful attitude and vigilance.

Children have transferred "hero worship" from chivalrous knights to cowboys, playboys, and gangsters. From "Bobby-sox teenagers" to "disappointed-in-love" adults the movie houses have become places of outlet for pent-up emotions, where they may receive dubious compensation for starved affection, and justify their propensities for libertine eroticism.

Now what is wrong? The movies in themselves, or the producers, or the actors, or the public? Well, it can't be the movies per se. There is too much good that can be derived from them. We study photography, and call it art. Without going into a critical discussion of photography here, we must admit that it has esthetic value and artistic capacity. If we see the hand of God in things of nature—say a squirrel breaking the shell of an acorn, the expressive face of an old man, a colorful sunset, we can see God in photographs too. Why not then, in photographs that move? Why not in the movies?

We cannot erase this great cultural boon from our society. Travelogues in technicolor all but transport us to the scenic wooded mountains of Switzerland, or the rice fields of China. There is much poetry in a dramatic portrayal of life—the face of a man about to be sprayed with molten steel, the winsome smile of a child. Remember "Kings Row"? We must be taught how to look for beauty and how to appreciate it.

When the picture "A Song To Remember" came to town, people flocked to the music stores for Chopin's music on song sheets and records. People who never cared for classical music before awoke to a new interest which will stay with many for a lifetime. This, too, is education. "Fantasia" is a classical master-

motion pictures has cut training time into less than half. Assembling the parts of a gun, maneuvers, tactics, theoretical knowledge requisite before mounting the cockpit of an airplane—these instructions were imparted with movies.

Civilians too have benefitted from formal film instructions, especially in wartime. Black-outs didn't cause havoc; everyone knew what to do. Income-tax returns were simplified. Ration stamps were rendered less troublesome. Homes are made safer by safety and fire-prevention instructions imparted by means of motion pictures.

piece in film. It brings the best in music within the limitations of minds who needed just such a push to appreciate classical music.

But, alas, the average movie in entertainment is horribly mediocre artistically, morally, and esthetically, in the opinion of many critics. One well-known critic in the East became so disgusted with his job of movie reviewing that he resigned.

Choose With Care

Movies are, like education itself, good, bad, or indifferent. They cannot be wholly praised nor wholly condemned. In direct education, they are definitely an asset, but they must be operated and adapted to fit the individual needs of students and their curriculum. They are expensive, and, therefore, many schools cannot make use of them. Teachers must plan for their proper use. Pupils must be trained to think and be stimulated by them. They must not become the chief means of instruc-

tion, but are valuable aids where teaching problems cannot otherwise be overcome.

In the field of indirect education by cinema, in the world of entertainment, with Hollywood as its Mecca, the root of the problem lies outside the movies themselves. It is in the lack of Christian ideals of those who make the movies, of those who act in the movies, of those who contribute their dollars to the box office, and of those who in any way contribute to their existence and manufacture.

If God can be seen in every man, in every created thing, then certainly He can be in the movies, too. Without this consideration, education is vain, movies are vain, all is vain. It is up to us to change our principles with which we view the screen, and it is up to the producers to change the principles with which they produce them. Then movies will be truly artistic, will reflect life as it is truly and dramatically. And then the cinema will be truly educational.

remain in the dusty sepulchers of public libraries as soon as he has laid a firm grasp on his diploma. Again I wish to emphasize the fact that I am not postulating "taffy" reading courses in high school. I do think we should first condition a student's mind in easier, more congenial reading until he is better able to assimilate, appreciate, and enjoy the stronger intellectual pabulum of Shakespeare or Scott.

At St. Joseph Preparatory School in Bardstown, Kentucky, we are beginning along this new path. As new books arrive in the library, each English teacher discusses them in class. Call it propagandizing if you want, but ballyhooing good modern literature succeeds. Students look to the teacher for guidance in a choice of books, and usually read what is suggested. We even have a group of devotees to several volumes of the operas. Naturally this is the result of the campus imagination catching fire from the spirited interest of the teachers.

A large number of digests of famous books is kept on hand, so that when titles are mentioned in passing, students interested in a wider reading background may scan the titles and contents. This is especially effective when such prolific authors as Dickens and Scott are mentioned. Since this capsule reading frequently only whets the appetite, whole sets of books by famous authors are available on the shelves. Of course a large selection of magazines is offered.

At least once a week during school hours every English class has a session in the library, where the teacher-librarian explains the Dewey decimal system, the card index, and the use of reference books, along with the procedure of finding material on a given topic. Informal discussions are then held on authors, stressing comparison between old and new writers. It is in these periods that we find such reviews as *Books on Trial* and *Best Sellers* invaluable. These give us scope, and keep us in touch with accurate criticism of practically all the books recently published. Book reports are taboo. An opinion of a book read, along with a brief plot or character outline and collection of "picturesque speech" from the book is all that we require, if the student wishes to hand in such a paper for extra credit.

I think we have made a beginning in literally accentuating the positive of good and enjoyable reading habits. Thus are we fanning the flame that can really illumine, once it feeds on substantial fuel. That our students, on the whole, will brandish the torch of good reading far into adulthood is our ultimate aim. With the torch ignited, the glory of God will shine forth and reflect his creatures. *Fax mentis incendium gloriae.*



Only when God, the Creator and Father of all peoples and nations, again occupies everywhere His due primacy in human thought and action can real peace generate and develop in the family of nations.

—Rt. Rev. Msgr. Donald A. Mac Lean.

What is Wrong with Our Reading Habits?

*Brother Gerald Edward, C.F.X.**

The reading public today is slowly starving from mental, and, in some respects, moral malnutrition, because of their reading habits acquired in the elementary and high schools. With scant nourishment of only occasional good literature, sluggishly digested, and the added enervation induced by picture magazines and addiction to movies, is it any wonder that the minds of American readers have grown fat and flabby? The high school should strive to counteract these influences by emphasizing the positive benefits arising from serious reading. The program should make reading so attractive that, from the beginning, the student entering the freshman year should feel that he is enjoying a bright new adventure. He should be made to feel that, of all the skills he shall acquire, the one that will be of the most positive benefit is reading.

The main advantage for the student in reading and acquiring reading habits is that, after the school bell is but a faint tinkle in his corridor of memories, these skills will have opened to him a vast treasure house of leisure-time profit. A very small proportion of Americans consider a book as a genial friend. To most people it is an ornate addition to an ultramodern apartment—if the book cover does not clash with the color scheme of the room. Some have lost this touching friendship for books because their taste for reading was not only seared but perhaps blighted before it could ever bloom in high school. The result of this is that many young

people today have an aversion for reading. When they do read, it is only to scan pictures in the slick magazines, or dribble through a best seller sensationalized blurbed by sales-winning propaganda.

How did this aversion begin? Step into a freshman classroom during the first days of high school English. Here a thirteen-year-old is handed a small, thick, brown or dull-black book inscribed *The Vicar of Wakefield*. An equally drab-looking *Silas Marner* and other "classics" line the shelves for future use. In dramatics, the boy struggles through *Julius Caesar*, and *She Stoops to Conquer*, or some other memorial of other days, liberally seasoned, to the immature mind, with confusing and annoying notes. I am not deriding the masterpieces. I am maintaining that young students about to set sail on the literary waters should first be trained in the sheltered inlets. Give them books of adventure, or poetry that is full of vivid imagery or sidesplitting humor. Just give the student a zest for reading, and, once he discovers the witchery that lies between bookends, he will not have to be prodded up the ladder of literature. The fault of modern education is that we start the student at the top of the ladder, leaving him to look down longingly at books more commensurate with his age level several rungs below.

Demanding lengthy reports delivers the *coup de main* to the struggling beginner in our realm of books. Plowing through pages of a "classic" that would be hazy to even some of our college students, he unconsciously builds the firm resolution—to let all books

*Xaverian College, Silver Spring, Md.

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Family Church-Going

One of the greatest social and moral problems of contemporary life is the family. The repercussions of the war are not going to help an already bad situation. Anything that can be done to emphasize its integrity and its unity and the spirit of co-operation within it should be done. The justifications are educational, social, and moral.

We have in the past raised a question about children's Masses, and the regimentation of children as they approach the Communion rail. The children, it was suggested, should go to Mass and to Communion the way they will go as adults—with the general congregation and with members of the family.

We were visiting a fine young parish early in January with its enthusiastic pastor. The parish is a new one in a developing section of the city. The young increasing families are naturally in the pastor's mind. This was especially true early in January when the Holy Family is such an important factor in the liturgy.

It was a Holy Name breakfast and the pastor said he had some doubt about the Holy Name breakfasts as they might tend to break up the family—the whole family going to Mass together. Would it not emphasize anew, and dramatically show, the

units of the family, if all went to church together? Would it not tend to keep them together and keep them going to church? Of course there will always be special occasions, but keeping the religious life a family affair will tend to serve as a social cement of the family.

This seems an excellent idea in an area where anything that will improve conditions should be welcome indeed. With all the disintegrating influences any tendency to integration should be encouraged. It may be a good thing for many families, if not for all. If it helps some that is a gain. —E. A. F.

America's Balance Sheet

The Curtis Publishing Company, the publishers of *The Saturday Evening Post*, *The Country Gentleman*, and other publications, has been running in the leading newspapers of the country a full-page advertisement on "America's Balance Sheet." It is what the language of the day calls "intriguing." To the above-named publisher, it is a sign that progress is inevitable, and so the company is going ahead with its plans of investing millions.

The assets listed are wonderful, particularly the material ones listed, such as: (1) the greatest money accumulations in U. S. history, (2) greatest production and continuously increasing production, (3) new industries, (4) low inventories, (5) pent-up demand, (6) efficient and prosperous agriculture, and (7) vast natural resources. These are wonderful assets, and even more wonderful are the 140,000,000 Americans including the 12,000,000 gallant men of the armed forces. There is also our inventive genius.

There are liabilities that are material and relatively easy to take care of, the national debt, unemployment, and current temporary work stoppages. These are really great and difficult social problems, requiring courage, insight, and great energy, but they are relatively less difficult than the other items listed as "liabilities" besides the indigent and the sick. These other liabilities are:

1. Moral laxity . . . delinquency . . . crime.
2. Social intolerance.
3. Fear.

Here are problems indeed! With these moral and spiritual failings all the assets in the world may be worth nothing. The present social drift will only emphasize and accelerate these failings. The present educational system is clearly not meeting them, and if the educational system were responsible for all the wonderful assets listed, it must be regarded as a failure because of the moral and spiritual failings. Catholic education, along with public education, must take its share of the respon-

sibility, even though it is more conscious of the problem.

One wonders with the tremendous prestige and circulation of the papers published by the Curtis Publishing Co., whether it will give any attention to the problem of transforming these moral and spiritual liabilities into national assets. They will need some new contributors. We want to see what happens.—E. A. F.

Teaching

It is always pleasant to teach. I had recently the pleasure of temporarily taking some classes of a very fine confidence-inspiring personality who was the regular teacher, and who obviously did not believe too much in the mechanics of teaching because she did not need to do so.

It was a stimulating experience. Though I had read carefully the text which the students had merely to know, the students were not asked to recite on much of it, but we wandered afield. They had a chance to express themselves, and they were surprised by the teacher's points of view which were different from those of their textbooks. One's ideas develop in such a situation. You have freed yourself from the textbook; it is not going to control you. Too many teachers regard the textbook as furnishing the material of their lessons. It limits them and a recitation becomes a regurgitation. Teaching is then full of tension, is a strained process, and the result too often nervous exhaustion or nervous prostration.

In one of the classes we were discussing teaching itself. The idea developed that there were three kinds of hygiene: physical hygiene, mental hygiene, and spiritual hygiene. It was suggested that we should look at what happens in classrooms—in their own college classrooms today—from this threefold point of view. Are we treating the body fairly? Do we give time for study? Do we allow time for reflection and absorption? Are we stuffing the mind? Do we look to our past experience and relate the new material to it? What are the emotional reactions? Do we like the subject? Why? Do we avoid the subject? Why? Is the material just something to be learned and recited upon and to be examined upon? Are examinations a bugbear? Is it possible to translate the knowledge into action? Has it moral value? Does it affect our view of the world? Can it be made a spiritual exercise?

Suppose that teachers were interested in such questions instead of being satisfied with a parrotlike repetition of the textbook or of the teacher's opinion. Then there would be going on continually that reconstruction of the individual which we are told is of the essence of the educational process. Perhaps there would follow, too, that regeneration of the spirit, which is, in part, at least, the objective of education.—E. A. F.

Practical Aids for the Teacher

How Can Biology Contribute to Christian Living?

Rev. Walter H. Belda, Ph.D. *

Biology is one of the natural sciences. It is not easy to see how any of these sciences can have any religious or moral implications. But biology differs from the other natural sciences, particularly physics and chemistry, in one important respect. Physics and chemistry are exact sciences; biology is not. The so-called "facts" of biology are seldom found complete. In nearly every chain of biological evidence there are missing links. Thus biologists are compelled to fill in these gaps by means of theories and speculation. Also, biology deals with the activities of human beings, which in turn are subject to religious and moral interpretations.

Theories and interpretations often reflect the subjective attitudes of their authors. Therefore, biology, more than any other of the natural sciences, is controlled by its teachers. Catholic teachers of biology have both the ability and the duty of making their subject contribute to Christian living.

This statement easily may be misunderstood. A few years ago, at a national convention of the American Association for the Advancement of Science held at St. Louis, Dr. Oscar Riddle, head of the department of genetics of the Carnegie Institution of Washington, gave an address in which he complained that: "The present restrictive influence of organized religion on the teaching of the best in biology is intolerable. The tongues of the traditionalists are heard not merely from pulpits, but they echo also within our schools, and there they now curb or tie the tongues of biologic truth."

None of us proposes, in the words of Dr. Riddle, "to curb or tie the tongues of biologic truth." What we do propose is that, where facts are incomplete or where biological principles are applied to human living, our interpretations must be in line with Christian principles.

To answer the question which is the title of this paper, namely: How can biology contribute to Christian living, I propose the following points:

Teach Scientific Methods

1. The teacher of biology should promote a correct attitude toward biology. On the part of students, not too much can be expected. Most students have a mild curiosity concerning biology, but nothing more. Too commonly their attitude is indicated by their referring to the subject as bugology. Rare indeed is

the student who is willing to do the tedious work required to learn this subject.

The path of knowledge, particularly scientific knowledge, is long and tortuous. The concepts, principles, and methods of any science must be learned step by step. Only through the consideration of many specific cases are the more general ones understood. Technical methods can be understood only after one has learned to think technically. There is no short cut, but only the few who have patience realize that the end is well worth the journey.

But I am not referring primarily to students; there are still too many Catholic teachers of nonscientific subjects who have the wrong attitude toward biology. Too often Catholic teachers of biology are under what is almost akin to suspicion; often they are considered to be slightly heterodox in their religious beliefs because of the widespread idea that biologists, as a group, are given to a mechanistic attitude. This is by no means true. Biologists are human beings, and their philosophy is neither more nor less mechanistic than that of other human beings. Unfortunately, in biology as in any other subject, the extremists somehow manage to get the most publicity, so that their influence is out of all proportion to their number.

As an example, many have considered that belief in evolution is synonymous with atheism. The great Louis Agassiz, the pioneer American biologist, declared: "If I must choose between God and evolution, I shall be faithful to my God." But no such choice is necessary. Charles Darwin, whose writings inaugurated the discussions which have gone on unabated ever since, remained a devout believer in God the Creator to the day of his death. Some followers of Darwin, such as the atheistic Ernst Haeckel, seized upon the theory of evolution as a means of justifying their denial of God; they are the ones who have given to the idea of evolution that materialistic flavor which it has acquired.

To bring about a correct attitude toward biology among educated Catholics is not a task for the individual teacher. It is an objective that can be reached only in years to come, probably only when the majority of educated Catholics themselves shall have been trained in biology. But this, in turn, can be done only if every teacher of biology continues to be an apostle of the truth.

Order and System in Nature

2. The second way in which teachers of biology can make their subject contribute to Christian living is to emphasize the re-

markable order and system to be found in nature. As the poet Euripides said:

Happy the man whose lot it is to know
The secrets of the earth. He hastens not
To work his fellows' hurt by unjust deeds
But with rapt admiration contemplates
Immortal Nature's ageless harmony
And how and when her order came to be.

If a pagan could thus pay tribute to the order in nature, how much more we, to whom is given what was denied Euripides, namely, knowledge of the all-wise Creator who fashioned this earth of ours and all its creatures.

The Dignity of Man

3. Catholic teachers of biology can make their subject contribute to Christian living by emphasizing the dignity of man. Professor John W. Dewey of Columbia University has been given credit for having inaugurated the movement known as progressive education. A writer recently stated that one of the achievements of progressive education consists in its having revised the aim of education. Whereas the traditional philosophy of education held that this world is a vale of tears, and that education must prepare men for a future life, the leaders of progressive education have taught men to seek happiness in this life, and have formulated the ultimate objective of education as the training of students to be good citizens. I leave it to this audience to judge whether this change in objectives can or cannot properly be called an achievement.

In biology there has likewise been a trend toward a materialistic viewpoint, a trend which is only too evident in many textbooks. Now, biologically, man is classified as an animal. But, depending on his viewpoint, one may either emphasize the similarity between man and other animals, or one may emphasize the difference between man and other animals. Catholic teachers of biology will know how, without prejudice to any scientific facts, to maintain in their students a proper appreciation of the dignity of man.

4. One of the greatest contributions of the sciences, particularly applicable to biology, is emphasis on the scientific method in learning. Briefly, this method means sticking to facts; trying to eliminate all influence on one's emotions or prejudices; drawing conclusions only on the basis of valid evidence. The scientific method ought not be confined to fields of science; it ought to be applied as far as possible to the affairs of everyday life.

In the words of the late Glenn Frank, former president of the University of Wisconsin, the scientific method is a 4-F system. The four F's are: filter, focus, face, follow. We must filter the evidence so as to separate the true from the false, focus attention on the valid evidence, face the conclusions at which we arrive, and finally follow these conclusions.

Control Emotions

The last is the hardest part, for no one consistently follows a scientific attitude. We

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are human beings first and scientists second, and it requires constant effort to control our emotions and our prejudices. But the effort must be made, and the teacher of biology should set the example. What teacher has not occasionally made a statement which was inaccurate, and had a student call attention to the error? The right thing to do is for the teacher to admit the mistake and thank the student for the correction; but only too often teachers will try to save their dignity by attempting to bluff their way out of the situation. We all know in our hearts that such a subterfuge does not work, but rare indeed is the teacher who has not tried it.

The Scientific Field

The Catholic Church has often been accused of deferring too much to authority in her teachings. Catholics are blamed for persistently holding to traditional theories, just because some famous leaders of the Church taught them, even when later evidence indicates that the traditional theories are wrong. There is some basis for this accusation. I need refer only to the trouble in which Galileo found himself because he failed to appreciate the conservatism of the Church.

For a more recent example, many of the children in our schools are still being taught that the human race existed on the earth for four thousand years before Christ, in spite of the fact that leading Catholic anthropologists agree that man has existed on earth for a much longer time. Father Stephen Richarz, of the Society of the Divine Word, for instance, writing in the *American Ecclesiastical Review*, for May, 1933, cites evidence to show that human beings have existed on earth for at least thirty thousand years. Truly, here is an instance in which we Catholics ought to face the conclusions which are based on scientific evidence, and follow them.

Reverence for the Supernatural

On the other hand, we should be the first to realize that there are some things to which the scientific method cannot be applied. A grotesque misapplication of this method is reported in the *Scientific Monthly*, for August, 1944. This issue reprints an address given some years previously by Dr. Anton J. Carlson of the University of Chicago. Dr. Carlson is an eminent physiologist who has received, among many other honors, election to the presidency of the American Association for the Advancement of Science. But in this address, entitled "Science and the Supernatural," he blunders badly by trespassing into foreign territory. His complete inability to understand the supernatural can be seen from these words of his: "The moral efficacy of infant and adult baptism could also be tested experimentally.... A prominent physiologist told me that he had done this experiment in his own family, having two of his children baptized, and keeping the other two as controls." To say the least, such a mockery of both science and religion is extremely offensive. Let then, the teacher of

biology emphasize the value of the scientific method, but also point out its limitations.

5. Because of the nature of the subject matter of biology, the Catholic teacher in this field is sometimes approached by students who seek guidance in some of their personal problems. Here, too, is a unique opportunity for the teacher who is grounded in both scientific and religious principles to give constructive advice—advice which will help the student to maintain the ideals of Christian living.

Appreciation of Natural Resources

6. Another field for constructive leadership in Christian education, not as important as the preceding, consists in inculcating in students of biology an appreciation of our natural resources. Particularly, should the Catholic biologist seek to inspire in students a love for the creatures which constitute the treasures of our wild life. For in the words of the author of the Book of Job, "ask now the beasts, and they shall teach thee: and the birds of the air, and they shall tell thee . . .

THE RED CROSS IN 1946

During March, the American Red Cross is conducting its annual campaign for membership. Every returned veteran and those still in the service will urge civilians to wholehearted support of the Red Cross which has contributed so much to lighten the burden of our fighting men and will continue to minister to the needs of veterans in our hospitals, discharged service men, and men now in the armed forces.



Red Cross workers have followed our men right up to the fighting lines. Sixty-one of them have lost their lives while on duty in the service of others.

In addition to its military work, the Red Cross organization is ready, at a moment's notice, to hurry its workers to the scene of a flood, fire, tornado, or other disaster at home.

The Junior Red Cross has done a fine job in making and assembling articles which bring cheer to the disabled in our veterans' hospitals, in procuring clothing for the needy, learning methods of first aid, and such helpful activities.

Our schools should take an active part in recruiting membership in both the senior and junior branches of the American Red Cross.

and the fishes of the sea shall tell." By pointing out that man is not the owner, but only the trustee of the resources of nature, we shall reduce the waste of these resources which results from human greed, and promote the cause of conservation.

The Objectives of Biology

7. Perhaps the field in which the Catholic teacher can best make biology contribute to Christian living is this, which I have put last, namely, to teach biology with an intensified effort to realize the objectives of this subject. What are these objectives? They will undoubtedly be stated by different individuals in different ways, but a representative idea may be gained from the following summary, published in the annual report for 1943 of the John Hopkins University. The objectives of the course in introductory biology are stated thus:

"1. To present in a unified manner a survey of the various fields of biology.

"2. To offer some training in accurate observation, in the conduct of experiments, and in scientific thinking.

"3. To awaken interest in the major biological concepts.

"4. To develop an appreciation of the contributions which the biological sciences have made to an understanding of man and society.

"In this way it is hoped to develop in our undergraduate students a spirit of inquiry and research, an intellectual curiosity, and an enthusiasm for all living phenomena."

By teaching our subject well, we shall lead our students to greater knowledge. Knowledge alone is not sufficient for Christian living; it serves only in part, but, for that matter, so does virtue; proper education seeks to enhance both.

We Have a Skylight

To sum up briefly, I propose that in order to make biology contribute to Christian living, the Catholic teacher should:

1. Promote a correct attitude toward biology;

2. Emphasize the order in nature;

3. Emphasize the dignity of man;

4. Teach the value of the scientific method;

5. Give guidance to students in the solving of their problems;

6. Teach the value of our natural resources;

7. Strive for a more perfect achievement of the basic aims of biology.

The late Justice Oliver Wendell Holmes declared: there are one-story intellects, two-story intellects, and three-story intellects with skylights. To apply this metaphor to our subject, there are also one-, two-, and three-story biologists. But regardless of category, the Catholic biologist will always have a skylight. That skylight is provided by Catholic philosophy and theology, by which we can interpret our subject so as to make it contribute to Christian living. To the degree in which we succeed may be applied the words of Thomas à Kempis: "If thy heart were right, then would every creature be to thee a mirror of life and a book of holy doctrine."

A Record Number of New Cardinals

*A Sister of St. Francis **

Purpose and Approach:

The ideals of World Christianity are enhanced when the history lesson includes the universality of the Church exemplified in the creation of 32 new cardinals, four of whom are American archbishops. Global geography was, and still is, the following of most youth due to the absence of fathers, brothers, or other relatives in the occupied areas. The pupil's mind is expanded and alert in his studies with relations to Rome and the United States. The United States is one of the great nations in the brotherhood of peoples. A true appreciation of man and society, which is the principal subject matter of the social studies might be taught in the light of eternal principles and world wide ideals of Christianity.

If the curriculum is organized primarily around the vital, meaningful problems of life as people in their daily living know them, then the February Consistory of 1946 ought to be an interesting lesson in social science on the junior as well as on the senior high school level. In the Catholic school the core curriculum is religion. Doctrinal truths concerning the visible authority in the Church is a large enough field from which a varied socialized interest in Church events can be included.

From current items in the daily press encourage pupils to glean a stock of information in advance of the teacher's presentation. A list of difficult or unfamiliar words and phrases might, likewise, precede the teacher's first formal development in the class.

THE LESSON PLAN

Vocabulary Study:¹

Cardinal, a dignitary of the Roman Church and counselor of the Pope. An ecclesiastical *cardo* (Lat. for hinge).²

Consistory, the ecclesiastical senate in which the Pope, presiding over the College of Cardinals, deliberates upon grave ecclesiastical affairs.

Cardinalatial dioceses, dioceses nearest Rome: (1) Ostia and Velletri; (2) Porto and Santa Rufina; (3) Albano; (4) Frascati (Tusculum); (5) Palestrina (Praenestini); and (6) Sabina.

Titular church, a church in Rome over which a cardinal priest has some authority.

Congregations, ecclesiastical units of organized authority for administrative business of the Church presided over by a cardinal.

Roman Curia, administrative organization

*Bedford, Ind.

¹Definitions taken from *The Catholic Encyclopedia*.

²The chart illustrating the organization of the Church, designed by Brother Francis Greiner, S.M., published in the January, 1946, CATHOLIC SCHOOL JOURNAL, p. 22, shows how the College of Cardinals functions in the government of the Church.

of cardinals consisting of three divisions: the congregations, the tribunals, and the offices.

References:

1. Newspaper items including:
 - a) The Pope's Christmas talk to the cardinals.
 - b) Pictures and names of the newly created cardinals.
 - c) Social composition of the princes of the Church.
 - d) Cardinal below rank of bishop.
 - e) President Truman's congratulatory message.
 - f) Tabulation of new cardinals distributed by countries or continents.
 - g) The supranational Church discussed by the press.
2. *Catholic Encyclopedia*, Vol. III, p. 233 ff.; Vol. IV, p. 285 ff.
3. Any adopted text in Church history.

Presentation:

The Elevation of the Catholic Hierarchy to the Sacred College

The Pope in his office as chief shepherd, discharges his duty of teaching and ruling the Church when he exercises his juridical powers. One such power was the elevation of 32 new cardinals. Since the Catholic Church is universal and not national the Holy Father particularly needs helpers. From the earliest centuries the Popes were assisted by the seven deacons of Rome and the suburban bishops of the six dioceses of Rome. These helpers receive the name of cardinals. Pope Sixtus V in his constitution *Postquam verus* of December 3, 1568, fixed the number of cardinals at 70 after the example of the 70 ancients of Israel (*Exod. 24: 1-9*). Pius XII declared that if any Roman Pontiff deemed it necessary and expedient to increase or diminish that number he could do so; however, no Pope has departed from the usual 70 members. The seventeenth and eighteenth centuries witnessed a completed college but not the nineteenth and, up to the present year, never in the twentieth. This latter century marks the record number of 32 cardinals created in a single consistory and for that reason it was considered not to go beyond the limit confirmed in canon 231 of the Code of Canon Law. Other large creations were made under Popes Leo X (1515-21) and Pius VII (1800-23), for each elevated 31 cardinals in a single consistory.

Divisions in the Sacred College. The Cardinals are divided into three ranks: first, cardinal bishops who rule the six suburban bishoprics of the Roman province. The second rank consists of the 50 cardinal priests. The 14 cardinal deacons comprise the lowest rank. The titles of bishop, priest, or deacon in con-

nexion with the cardinalate are used to classify the cardinals according to their dignity as cardinals and not as rank in holy orders. By Church law all cardinals must be at least priests. One new cardinal of the 32 created is below the rank of bishop. He is Monsignor Bruno, secretary of the Sacred Congregation of the Council. Among the other new cardinals are four bishops, 26 archbishops of whom two are papal nuncios, and one is a patriarch.

Senate of the Church. Because of their esteemed office, the cardinals are chosen from among the most outstanding in ecclesiastical affairs. Cardinal Gilroy of Australia is 49 and the youngest of the newly elevated. These princes of the Church advise the Pope, but they have no executive authority to command him, hence the title, Supreme Pontiff. They represent him in foreign countries or at ecclesiastical functions and assemblies. The cardinals who head the various bureaus to transact the routine business of the Church must reside in Rome, hence the large number of Italian cardinals. Twenty-three countries are represented in the completed college; 28 Italians and 42 non-Italian cardinals is the present tabulation. The distribution of the Red Hat on all continents proclaims the universality of the Catholic Church. Upon the death of the Holy Father, the cardinals alone have the power to select a successor to St. Peter. This function is performed in an assembly called a conclave.

The Roman Curia, strictly speaking, is not the College of Cardinals. It is the organization at Rome designated in charge of the 11 congregations which deal with matters concerning faith and morals, the Mass, and the sacraments. The erection of dioceses, the observation of Church laws, liturgy, matters concerning religious orders, the missions, and the control of seminary and university studies comprise the main administrative business of the Church. Each of the 11 congregations is headed by a cardinal. The three tribunals are composed of six cardinals who decide judiciary cases and matters of conscience. The five offices are bureaus that deal with documents, with the proper administration of the Holy See's property, and with relations to foreign governments. The latter is under the control of the cardinal secretary of state.

Study Assignments for Discussion:

The need for authority and regulation in the Church.

What things need to be determined in the Church by law.

The Pope does not guide the Church alone.

The early assistants to the Popes were called cardinals.

The completed number in the Sacred College of Cardinals.

Ranks and divisions in the Sacred College.

Authoritative status and power of each rank.

Distinction between Roman Curia and College of Cardinals.

Divisions in the Roman Curia.

The congregations and who head them.

Administrative duties of each.

Number of tribunals and their duties.
Number of the offices and their duties.
Consistories: secret, public, and semipublic.
Normal cost of a cardinal's attire.
Tabulation of distribution of cardinals by countries or continents.

Names of the 32 newly created cardinals.
Outline of Pius XII's Christmas address to the cardinals.

New cardinals include war heroes, an orphan, radio operator, news editor.
The Supranational Church—Comments by the press.

The Red Hat worn only once.

Activities:

Book review of *The Red Hat*, by Covelle Newcomb.
Scrapbook of news items pertaining to the consistory.

Two-minute oral reports of the preceding topics.

Final Check:

Completion Test:

1. The highest cardinals are the of the six dioceses of Rome.

2. Pope fixed the number of cardinals at in the year

3. The and centuries witnessed a completed college of cardinals.

4. Two other Popes, and created 31 cardinals in one consistory.

5. Cardinal bishops are in number.

6. Cardinal priests are in number.

7. Cardinal deacons are in number.

8. By Church law all cardinals must be at least

9. Monsignor Bruno is secretary of the Sacred Congregation of the

10. There are Italian and non-Italian cardinals at present.

11. The election of a new Pope is the function of the assembled in a

12. The Roman resides in and is in charge of the

Answer Key:

- | | |
|------------------------|------------------------------------|
| 1. suburban bishops. | 7. 14. |
| 2. Sixtus V, 70, 1568. | 8. priests. |
| 3. seventeenth, | 9. Council. |
| eighteenth. | 10. 28, 42. |
| 4. Leo X, Pius VII. | 11. cardinals, conclave. |
| 5. 6. | 12. Curia, Rome, 11 congregations. |
| 6. 50. | |

Cardinals in the United States³

Among the 32 new cardinals are four archbishops in the United States—Archbishops Glennon, Mooney, Stritch, and Spellman. These, with Cardinal Dougherty, archbishop of Philadelphia, give the United States five members in the college of cardinals. Now, for the first time, the United States has five living cardinals.

Archbishop John Joseph Glennon of St. Louis has been priest and bishop under five popes. He is widely known as an orator, builder, and administrator. He has been a champion of Catholic education, Christian home life, and clean literature.

Cardinal Glennon was born in Kinnegad, County Westmeath, Ireland, June 14, 1862. He was ordained in Kansas City Mo., Dec. 20, 1884. He was consecrated titular bishop of Pinara and coadjutor bishop of Kansas City, June 29, 1896. He became coadjutor archbishop of St. Louis, April 27, 1903, and archbishop of St. Louis, Oct. 13, 1903.

Archbishop Edward Mooney of Detroit was the first American priest given a permanent appointment in the diplomatic service of the Holy See. In the United States he was for several years chairman of the administrative board of the National Catholic Welfare Conference.

Cardinal Mooney was born at Mt. Savage, Md., May 9, 1882. He was ordained in Rome, April 10, 1909. After brief service in the United States, he was appointed, in 1923, spiritual director of the North American College in Rome. In 1926, he was selected as apostolic delegate to India, and five years later, he became apostolic delegate to Japan.

³The following information has been assembled by the editorial staff of the CATHOLIC SCHOOL JOURNAL from the Catholic press.

In 1934, he became bishop of Rochester, and in 1937, he was appointed the first archbishop of Detroit.

Archbishop Samuel A. Stritch of Chicago is the present chairman of the administrative board of the National Catholic Welfare Conference, and chairman of the American bishops' committee on the Pope's peace points.

Cardinal Stritch was born in Nashville, Tenn., Aug. 17, 1887. He completed his theological course at the North American College in Rome at the age of 20. He was ordained in Rome, May 21, 1910, at the age of 23. He was chancellor of the Diocese of Nashville when he was appointed bishop of Toledo. In 1930, he became archbishop of Milwaukee, and, in 1940, archbishop of Chicago.

Archbishop Francis J. Spellman of New York has been, since 1939, U. S. military vicar of an army and navy diocese containing more subjects than the archdiocese of New York. As the result of only one of his tours of duty, he sent more than 14,000 letters to relatives of servicemen whom he met abroad. He was the first American called to active service in the papal secretariate of state at the Vatican, in 1925. At that time the present Holy Father, as Cardinal Pacelli, was papal secretary of state.

Cardinal Spellman was born at Whitman, Mass., May 4, 1889 and was graduated from Fordham University in 1911. He was ordained in Rome, May 14, 1916. He then held an editorial position on *The Pilot*, Catholic newspaper in Boston, and did parish work. He served in the Papal secretariate of state from 1925 to 1932, when he became auxiliary bishop of Boston and was consecrated by the present Holy Father. He became archbishop of New York in 1939.

THE 32 NEW CARDINALS

The list of new cardinals as reported by *Osservatore Romano* is as follows:

Most Rev. Gregorio Pietro XV Agagianian, patriarch of Cilicia of the Armenians.

Most Rev. John Joseph Glennon, archbishop of St. Louis.

Most Rev. Benedetto Aloisi Masella, Titular archbishop of Cesarea of Mauritania, apostolic nuncio to Brazil.

Most Rev. Clemente Micara, Titular archbishop of Apamea in Syria, apostolic nuncio to Belgium and internuncio to Luxembourg.

Most Rev. Adam Stephen Sapieha, archbishop of Krakow, Poland.

Most Rev. Edward Mooney, archbishop of Detroit.

Most Rev. Jules Saliege, archbishop of Toulouse, France.

Most Rev. James Charles McGuigan, archbishop of Toronto, Canada.

Most Rev. Samuel A. Stritch, archbishop of Chicago.

Most Rev. Augustin Parrade y Garcia, archbishop of Grenada, Spain.

Most Rev. Emile Roques, archbishop of Rennes, France.

Most Rev. Jon de Jong, archbishop of Utrecht, Netherlands.

Most Rev. Carlos Carmelo de Vasconcelos Motta, archbishop of Sao Paolo, Brazil.

Most Rev. Pierre Petit De Julleville, archbishop of Rouen, France.

Most Rev. Norman Gilroy, archbishop of Sydney, Australia.

Most Rev. Francis J. Spellman, archbishop of New York.

Most Rev. Jose Maria Caro Rodriguez, archbishop of Santiago, Chile.

Most Rev. Teodosio Clemente de Gouveia, archbishop of Lourenco Marques, Mozambique, Africa.

Most Rev. Jaime de Barros Camara, archbishop of Rio de Janeiro, Brazil.

Most Rev. Enrique Pla y Deniel, archbishop of Toledo and primate of Spain.

Most Rev. Manuel Arteaga y Betancourt, archbishop of Havana, Cuba.

Most Rev. Joseph Frings, archbishop of Cologne, Germany.

Most Rev. Juan Gualberto Guevara, archbishop of Lima, Peru.

Most Rev. Bernard Griffin, archbishop of Westminster, England.

Most Rev. Emanuel Arce y Ochotorena, archbishop of Tarragona, Spain.

Most Rev. Joseph Mindszenty archbishop of Strigonia, Hungary.

Most Rev. Ernesto Ruffini, archbishop of Palermo, Italy.

Most Rev. Konrad von Preysing, bishop of Berlin, Germany.

Most Rev. Clement Augustus von Galen, bishop of Munster, Germany.

Most Rev. Antonio Caggiano, bishop of Rosario, Argentina.

Most Rev. Thomas Tien, Titular bishop of Ruspe, vicar apostolic of Tsingtao, China.

Msgr. Giuseppe Bruno, secretary of the Sacred Congregation of the Council.

Mathematics: Traditional or Integrated?

*Sister Florence Marie, O.S.F. **

One of our chief difficulties in high school mathematics is that the subject matter is organized very nearly as it was developed at a time when few children went to high school. Those who did go to high school in the early days were the talented individuals who were to become our professional men, engineers, and scientists. Now we expose the masses to almost the same materials that originally were planned for the gifted few. As a consequence only that limited group carry mathematics successfully in high school. Often only 10 or 15 per cent of a high school class do go on, or can go on, with two, three, or four years of training in quantitative thinking. The rest graduate as mathematical incompetents, often unable to make change, to keep accounts such as those needed for income-tax computations, or to make ordinary measurements, and few of them can handle simple fractions and percentage.

The planning of courses in mathematics for the senior high school is a major problem. We must provide for those who, although unable to master the traditional courses, are going out to make a living in a world that is incurably and inescapably mathematical, and for those students who are planning three or four years of high school mathematics and who will be our intellectual leaders in business, industry, and the professions. Both phases of the problem are of vital importance. This discussion, however, will limit itself to a consideration of the second point phase.

Three Plans Defined

Before proceeding to this very pertinent question, let us establish what we shall understand by traditional mathematics and its opposing force, functional or integrated mathematics. When we speak of traditional mathematics we are referring to that sequence followed in the American high school of algebra in grade nine; geometry in grade ten; algebra, solid geometry, or trigonometry in grade eleven; and algebra, solid geometry, or trigonometry in grade twelve, depending on that of the previous year. That is the separation of the mathematical subjects into definite categories of specifically distinct courses.

The alternated plan is a system, less formally organized, in which the sharp lines of demarcation between the various branches of mathematics are eliminated. It advocates the study of the more simple principles of algebra, geometry, and trigonometry, with stress on algebra, in the ninth grade. These fundamentals are simultaneously pursued through grade ten, the emphasis being shifted

to geometry. In grade eleven, algebra predominates, but geometry and trigonometry likewise continue. Grade twelve is a completion of the three elementary phases of mathematics, with possibly an introduction to analytical geometry and the calculus.

We are not speaking here of the so-called "parallel plan" which refers to that organization of mathematics in which each separate branch is studied on specific days of the week. While, in this system, interrelations are pointed out from time to time, there is no effort to unite various courses into a fundamental unification. This plan is the one generally followed in European schools, where, apparently, it has been more successful than when tried in American schools.

The traditional order of maintaining a marked separation between the mathematical subjects has been open to criticism over a long period of time. We find such names as Klein of Germany, Perry of England, Tannery and Borel of France, Young and Moore in our own country among the foremost critical observers. Their recommendations aim to bring about improvement in the teaching of mathematics by weaving the mathematical subjects into a close relationship and thereby associating mathematics with other school subjects as well as with the experiences of everyday life.

Integration is Not New

The tendency toward fusion is but a natural and logical outcome of past experiences. History will readily convince one of this. Did not the Greeks use geometry to clarify the abstractness of algebra? Indeed, they found it not only helpful, but necessary, and what they introduced as essential to mathematical conceptions continued through the centuries, until, during the eighteenth century, the integration of algebra, geometry, and trigonometry was lost.

This, then, was the status of our high school mathematics when Professor Moore of Chicago did not hesitate to give expression to his convictions in a presidential address delivered before the American Mathematical Society in December, 1902. In his epoch-making speech he advocated a four-year course in correlated mathematics when he presented the following question: "Would it not be possible to organize the algebra, geometry, and physics of the secondary school into a thoroughly coherent four-year course, comparable in strength and closeness of structure with the four-year course in Latin?" Since that date, good arguments have been offered on both sides of the problem. Let us examine a few of these and we shall be better able to evaluate an answer to the question proposed by this article.

Advantages of Integration

A program of integrated mathematics embraces a number of desirable possibilities. In the first place it is easier to learn because the simple fundamentals of each branch are mastered at the outset; thus giving cognizance to an important psychological factor which prescribes that subject matter be arranged according to difficulty. The study of the simple principles of all the subjects is more suitable for the beginner than a concentrated study of any one subject to the exclusion of all others. Difficulties can be met gradually, one at a time, and learning is "spread" or "spaced," hence more permanent.

Where there is correlation, mathematics becomes more functional because each new topic helps and illuminates the other. In this way, it is possible to have the concrete precede the abstract, which order of things is the only one conducive to meaning. Algebra and geometry are often made difficult by abstractions, but where the two work hand-in-hand, the abstract definitions, rules, and processes become concrete. When this has been accomplished, there is better comprehension, greater interest, and more lasting results.

Integrated mathematics is more valuable for the boy or girl who gets only one, two, or three years, but not all four years of high school mathematics. Since correlation presents mathematics as a unified scholastic subject, those denied the privilege of completing a four-year course will be better equipped to meet the needs that contact with life-experiences demands, for they will have had some contact with the more fundamental principles of all the branches. For example, a student taking only one year of mathematics will, under existing circumstances, fail to meet that very important body of geometric concepts necessary to aid him in understanding his space environment. Then too, if a student contacts only algebra in the ninth grade, and he finds that phase of mathematics very difficult, frequently he becomes discouraged, gives up, and misses the opportunity to discover that he can be successful in geometry or trigonometry. On the other hand, if the introductory course were a fusion of the several fields, success in one particular unit may arouse an interest and enthusiasm for the others, and in no few cases be the incentive for completing the high school course.

This latter idea leads to a very pertinent factor in a program of functional mathematics. Combined mathematics is a worthy approach because the learner's welfare comes first, and the subject is used so as best to serve him. As we have noted, it enables the pupil to gain a broad view of the whole field of elementary mathematics early in his high school course and secures the greatest variety of experiences and activities applicable to his everyday needs. Furthermore, progress is less rapid in that content of the first-year algebra, for example, is distributed over a longer period. This fact, together with the less for-

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mal mode of instruction, is an advantage and a helpful motivation to the student and a sound pedagogical practice.

Correlation is more useful for science, shop, and related courses in which trigonometry and the slide rule may function in the tenth and eleventh grades. This type of integration points directly to the laboratory method which automatically follows as a characteristic feature of the reorganized courses. Not only can mathematical principles be established experimentally, but many problems that traditionally belonged to courses in science can be performed in mathematics classes. Moreover, students are interested in the practical uses of what they study, and by investigating the sciences through mathematics they develop a healthy attitude not only to that science they are actually studying, but likewise toward all the others, principally chemistry and physics. In filling this need not only is the gap that exists between pure and applied mathematics eliminated, but also mathematical power is realized.

Advantages of Traditional Arrangement

Thus far we have concentrated our attention on the advantages of a program of unified mathematics. Now, let us reverse our viewpoint to the arguments that recommend the traditional sequence. The well-tried organization of mathematics in the high school must hold something in its favor, since some leading educators and scholars are not certain that the integration movement can furnish better procedure.

Where mathematics is taught in its traditional form each subject is finished before a new one is taken up, thereby giving the student a better organized training. In mastering knowledge a certain order and organization are needed. So, too, are certain foundations. To give a bit of knowledge here, and a bit of knowledge there, because they happen to be related to a particular project, problem, or center of interest, is to fail in the orderly development that characterizes the thinking of a well-educated person. The cultural and disciplinary advantages that accompany an education that develops a subject in a systematic manner are some of the desirable outcomes that speak for themselves. Where else in the curriculum do students contact this vital requisite for a well-ordered personal and social living?

In following the established sequence of high school mathematics, one finds himself side by side with his associates of other departments. The program of the high school has grown up as a series of separate subject interests. This nationwide present order of secondary education seems to indicate one of two things: either educators believe in the dissociation of subjects or they are helpless in finding and using interrelations. Now, since it appears to be a correct standard to keep a-pace with others with whom one labors, one is led to believe that separate treatment of the branches of mathematics is the best policy.

This preceding viewpoint may at first seem

to imply a bit of the *laissez-faire* attitude. However, teachers are naturally conservative, and when they hear students themselves, who are enrolled in classes that follow the idea of integration, saying that they miss certain learnings that their friends in systematic courses are getting, they become a little skeptical. There is fear that the combination of several subjects might increase rather than diminish the complexity, and that additional difficulties in teaching and learning are introduced. Thoroughness is best attained if each subject is studied intensively for a long period of time to the exclusion of the others.

Traditional mathematics is easier to teach since that is the way teachers themselves have learned it. Any innovation would necessitate a reteaching of those already in the field. A person cannot teach what he does not know. Subject-matter lines cannot be broken down before teachers are qualified to make the proper contacts and to explain the significant relationship between their respective fields of "specialty" and other mathematically related divisions presented in the curriculum.

Another factor that argues for traditional mathematics is the type of textbook that is on the market. Little can be done toward the adoption of an integrated mathematics until better books are offered that will be able to make a favorable impression on the minds of the conservative and skeptical, and that will prove attractive to pupils as well.

Finally, we note administrators favoring the traditional organization of mathematics. They are charged with the transfer of credit from one school to another, and, under the present conditions, that task is easier because credit and content of courses are standardized. This objection is not as serious as it

was formerly, but nevertheless it does present a difficulty. It is not only the transfer of the credit that brings a problem, but the fitting into the proper class the pupil as he enters the new school. The small high school is practically unable to cope with this situation, without demanding, in some instances, that the student drop his mathematics until the ensuing year when, according to their plan of cycling, that subject may be offered.

Mathematics a Method of Thinking

Perhaps after following these arguments, pro and con, we are inclined to believe that the last state of affairs is worse than the first. Let us not be discouraged. "Rome was not built in a day"; neither can any system of true worth be established in a short space of time nor without a barrage of criticism. No doubt, we are already asking ourselves, what is really important in the reorganization of mathematics? A great educator gives us an answer in the following: "What is really important is that each thing we teach the child be integrated with his own life and his experiences. It must fulfill some need; it must give expression to some impulse; it must contribute to some thinking. It must, in short, have significance." Doctor Reeve answers the question thus: "We need to teach mathematics as a method of thinking so that our pupils will go out into life able to think better because they have learned to think in studying mathematics." In a word we need a new organization of knowledge in terms of life values.

If this be the criterion by which we are to evaluate the two paths open to us, is there any further doubt as to whether the mathematics of the future shall be traditional or integrated?

Some 1946 Centennials of Saints and Beati

*Brother Angelus Raphael, F.S.C., Ed.D. **

Let us, who wish to share in the happy lot of the saints, direct our thoughts to heaven.

Admire the greatness of the happiness which the saints enjoy in heaven and the luster of glory they receive, and pray to them to obtain for you from God the grace of sharing therein after your death . . .

Following the example of the saints, take our Lord for your model . . . —*St. John Baptist de La Salle*.

For thy saints also, O Lord, who now rejoice with Thee in the kingdom of heaven, whilst they were living expected in faith and great patience the coming of Thy glory.

What they believed, I believe; what they hoped for, I hope for; and whither they are come, I trust that I also, through Thy grace, shall come.

In the meantime, I will walk in faith,

strengthened by the examples of Thy saints. —*The Imitation of Christ*.

346

Martyrdom of St. Barbasymas, bishop.
Feast: January 14.

446

Death of St. Rusticus, bishop.
Feast: September 24.

Death of St. Proclus, Patriarch of Constantinople.
Feast: October 24.

646

Death of Blessed Pepin of Landen, confessor.
Feast: February 21.

Death of St. Braulio, bishop, patron saint of Aragon.
Feast: March 26.

c. 746

Death of St. Wigbert, abbot.
Feast: August 13.

*St. Augustine's Diocesan High School, 64 Park Place, Brooklyn 17, N. Y.

746

Death of St. Floribertus, bishop of Liege.
Feast: April 27.

846

Martyrdom of St. Methodius, bishop.
Feast: September 18.
Death of St. Joannicetus, confessor.
Feast: November 4.

1046

Death of St. Guy, abbot.
Feast: March 31.

Martyrdom of St. Gerard Sagredo, bishop.
Feast: September 24.

1146

Death of Blessed John of Valence, bishop;
Cistercian.
Feast: March 21.

1246

Death of St. Peter Gonzalez, Friar Preacher.
Feast: April 15.

1346

Death of Blessed Clare of Rimini, Franciscan
tertiary.
Feast: February 10.

1446

Death of Blessed John of Tossignano, bishop;
member of the Gesuati.
Feast: July 24.

1546

Death of St. Peter Faber, confessor; Jesuit.
Feast: August 8.

1646

Martyrdom of St. Isaac Jogues, Jesuit.
Feast: March 16.

Martyrdom of Blessed Philip Powel, Bene-
dictine monk.
Feast: June 30.

Death of St. Peter Fourier, confessor; Canon
Regular; founder of the canonesses of
Notre Dame.
Feast: December 9.

1846

Death of Blessed Antony Gianelli, bishop.
Feast: June 7.

Death of St. Mary Madeleine Postel, virgin;
foundress of the Sisters of the Christian
Schools.
Feast: July 17.

Many of them don't have any real home.
They don't have a fair chance. I wish I could
start a club, and get them interested in some-
thing.

PADRE: Why don't you, John? I believe
you could.

JOHN [hopefully]: You do? Thanks, Padre.
I think I'll try.

[They stand thoughtfully, while another
group of boys pass by greeting them with
"Good afternoon, Padre — Hello, John."]

JOHN [thoughtfully]: We could meet on
Sundays and holidays, and we could go on
hikes, and oh, lots of things! — And we'd
always end the day by a visit in church.

PADRE: That's right, John. — Say, don't
those boys usually go to services in the after-
noon?

JOHN: Yes, Padre. But they never do when
that fellow performs.

PADRE: Hmm. Too bad. We'll have to do
something about him.

JOHN [snapping his fingers]: I've got it!
I know how to stop him. I'll challenge him
to a contest! Let's go, Padre! [John strides
off stage to the left, followed by the smiling
Padre.]

Scene 2

[The scene opens in the same outdoor spot,
several days later. A group of boys are talk-
ing excitedly about the contest. Cries of: "Is
John Bosco ever good!" "He sure can juggle!"
"Didn't that fellow get mad when Johnny
could jump farther than he!" can be heard.
One of the teachers, Mr. Clark, enters in the
midst of the clamor, and all the boys crowd
around him to tell him the news.]

MR. CLARK: Well, what's all the excitement
about, boys?

TONY: Oh, Mr. Clark, John won the con-
test!

JOE: He beat that professional fellow every
time!

FRANCIS: You should have seen him juggle!

DAVID: And the way he jumped that river!

MR. CLARK: One at a time, boys! Suppose
you tell me what it's all about, Tony.

[Boys all listen eagerly, ready to supply any
forgotten detail.]

TONY: All right, Mr. Clark. First of all,
there was a race, with 20 lire for the winner —

JOE [interrupting]: And John didn't have
20 lire to put up, so we all chipped in and
gave it to him!

TONY [continuing]: Yes, and of course
John won the race. When the juggler saw
that, he got excited and put up 40 lire for a
running jump across the river. Mr. Juggler
jumped first, and landed ever so gracefully on
the other side of the river.

JOE [excitedly]: But when John leaped, he
landed a whole yard farther! [measuring the
yard with his arms].

TONY [poking Joe]: Say, I'm telling this!
— But the last one was the best of all. The
juggler said "Eighty lire if you can juggle
better than I!" He thought he had John that
time. But Johnny certainly showed him! He
put a hat on the end of a stick and juggled it
on his fingers [Tony demonstrates with an
imaginary stick, and the boys teasingly dodge

Make the Saints "Come Alive"

*Sister M. Walter, O.S.F.**

We all want our pupils to read lives of the saints, and to profit by them. But the question is, "How shall we make them want to read the books we want them to?" Usually, children are more interested in reading an adventure story, or any novel, than they are in reading the life of a saint. But if a child discovers that the saints had exciting adventures too, and that they did things that boys and girls of today would enjoy, how their attitude would change! They need to find out that the saints were "regular fellows" too. We can make the saints live for them by giving playlets of the childhood of the saints. If these playlets are taken from the book itself, the children will naturally be anxious to read the rest of the book. After seeing the saint in action, and reading the book about him, the child will come to know and love, and will want to make more such acquaintances. Soon, a good biography of a saint will be among the child's favorite books. And we all realize the value of good reading, and the influence it does have on the reader's life.

Following is an example of a playlet of the childhood of Don Bosco taken from a few pages of his biography.

JOHN WINS AGAIN

Cast of Characters

John Bosco
The Padre
Mr. Clark, a teacher
David Joe
Francis Tony
And about twelve more
neighborhood boys
John's friends

Scene 1

[The curtain opens on an outdoor scene
with John standing at left center while Joe
comes hurrying through from the right, evi-
dently on an important errand.]

JOHN: Just a minute, Joe. Where are you
going so fast?

JOE: Don't you know? There's an acrobat
giving a performance right over here [pointing
to left off stage]. He can juggle, and do all
sorts of tricks. Come along.

JOHN: But it's just about time for services.
The church bell will ring in a few minutes.
Aren't you going to church?

JOE: Not while there's an acrobat perform-
ing. So long! [He goes off left. Francis and
David enter hurriedly from right. They notice
John and hail him.]

DAVID: Say, John, hurry up or you'll miss
the performance.

JOHN: I'm not going to the performance.

DAVID: Why not? It's great!

JOHN: The services in church are greater.

DAVID: Aw, but you can go to church any-
time. I wouldn't miss this show for anything.
[Boys go off left. John looks after them with a
disappointed expression. A priest enters, and
seeing John look so downcast, asks:]

PADRE: Why John, what's the matter? You
don't usually look so sad.

JOHN: Well, you see, Padre, I'm thinking
about that acrobat over there. He always
comes and sets up his old show just before
services, then all the boys in the neighborhood
go and watch him instead of coming to
church.

PADRE: Does that make you angry with
the boys, son?

JOHN: No, Padre. It isn't all their fault.

*Sisters of St. Francis of Assisi, Milwaukee 9, Wis.

the falling stick] and chin, and hand without ever dropping —

JOE [eagerly]: Yes, and he even juggled it on his nose!

TONY: Quiet, Joe! [to Mr. Clark] By this time the juggler was so riled he couldn't even see straight. When he tried to juggle he lost his balance and tumbled —

JOE: And you should have heard us cheer!

FRANCIS: I guess that fellow won't come around soon again.

DAVID: No, we'll have to get John to perform for us after this.

JOE: But you can bet John won't do it during services!

DAVID: He sure won't! Say fellows, you know we really should have gone to church instead of watching the show every day.

FRANCIS: Yes. John was right [*thoughtfully*]. He sure is one swell lad, isn't he, Mr. Clark.

MR. CLARK: He certainly is. You ought to thank him for showing you the right thing to do.

TONY: You're right, Mr. Clark. We'll find him right away [to boys]. Come on, gang, let's go! [They troop out, calling "Good-by, Mr. Clark." Mr. Clark smilingly walks back in the direction from which he came.]

Scene 3

[As the scene opens the boys are found sitting in a circle on the ground, around John. This time they are quietly listening.]

JOHN: And we could meet on Sundays and holidays, and we could go on long hikes, and —

JOE [interrupting]: And we could have you juggle for us!

DAVID: And walk a tight rope.

FRANCIS: And you could give speeches like you used to in Piedmont, John.

JOHN: And we could do lots of things together.

TONY: Say, that's a grand idea, John!

DAVID: That would be loads of fun!

JOE: When do we start?

JOHN: Let's start now. First we'll need a name for our society.

JOE: I know — The Happy — um, the Happy [*hesitantly*] — something —

TONY [groaning]: The Happy Somethings! That's wonderful! [*sarcastically*] How did you ever think of it?

JOHN: How about the Merrymakers Society?

[Cries of "That's it!" "I like that!" "Let's take that one." "Just the thing!"]

TONY [standing]: And all who vote for John as the president of our club say "aye." [All say "aye" enthusiastically.]

TONY: It's unanimous!

ALL [rising]: Three cheers for John Bosco. Three cheers for the Merrymakers Society.

[The following are quotations from the book "The Quest of Don Bosco" by Anna Kuhn about which the play is written. Pages 51 to 56]:

Particularly was he interested in young homeless boys; for at the age of sixteen John Bosco had the heart of an apostle.

CALENDAR FOR MARCH

March 1-31. Annual Roll Call and Membership Drive of the Red Cross, sponsored by American Red Cross, Washington 13, D. C.

March 12-18. Girl Scout Anniversary Week. Girl Scouts, Inc., 155 E. 44 St., New York 17, N. Y.

March 6. Ash Wednesday.

March 13, 15, 16. Ember Days.

March 17. Feast of St. Patrick.

March 19. Feast of St. Joseph.

March 25. Annunciation of the Blessed Virgin Mary.

March 17-23. Wildlife Restoration Week.

National Wildlife Federation, 1212 Sixteenth St., N.W., Washington 6, D. C.

"What if I could gather some of these fellows into a boys' club? Perhaps I could help them!" he thought. . . . Every Sunday evening just at Vesper time an acrobat set up his fascinating show not far from the beautiful Gothic cathedral. As the performer juggled his little red balls and paraded his many tricks, the bells of the campanile rang for evening service. From every part of the town boys were flocking to see the juggler's performance. They paid not the least attention to the church bells, but stood rooted to the spot where the show was to take place. "I will show that fellow something!" remarked John whose confidence in himself never failed. . . . John continued on his way to the cathedral to make his visit, but the next time he saw the juggler he challenged him to a contest!

The first event was a race with twenty lire for the winner. John had no money, but the excited boys quickly collected the twenty lire among themselves . . . young John Bosco immediately outran the acrobat!

Shouting wildly and cheering all the while, the spectators cried out for the second event which was to be a running jump across the river. The award was to be forty lire.

"He won't be able to outjump me!" muttered the angry acrobat as he ran wildly toward the river, and jumped into the air, landing gracefully on the opposite bank of the river.

John smiled, wiped his brow, and murmured a short prayer. Then with a swift and perfectly timed spring he leaped to the opposite bank of the stream, landing several feet beyond where the juggler stood. . . . ". . . eighty lire, if you can juggle better than I!" exclaimed the acrobat defiantly. . . .

John grasped a thin hickory stick and adjusted a tall silk hat on the end of it. Soon the hat was dancing merrily while the boys sang and whistled a popular tune to keep time with the hat. From the palm of his hand to the tip of his fingers, to his chin, to his nose, and back to his fingers and the palm of his hand, the stick and hat moved magically. . . .

The juggler raised his hat on the end of the hickory stick and began his exhibition. Alas! he was taut with anger, and just as the stick reached the top of his nose, it tottered dangerously. The juggler staggered backward

to poise it better, and lost his balance. . . .

With the fellows now like birds in his hand, John suggested that they form a club to be known as the Merrymakers Society. The boys were overjoyed and willingly chose as their leader this charming fellow who could play and sing and distinguish himself as an acrobat.

PRIZE FOR CONSERVATION PLEDGE

To arouse interest in the conservation of our natural resources, the magazine *Outdoor Life* is offering a series of prizes for a Conservation Pledge.

The first prize is \$3,000, second \$1,000, third \$500, fourth, \$100; and eight additional prizes of \$50 will be awarded. The rules are as follows:

1. Write in 30 words or less a Conservation Pledge which may be adopted by schools and all patriotic assemblies, both youth and adult, and recited like the Pledge of Allegiance to the Flag. It should be a simple, direct pledge to safeguard America's natural resources—treasures which can never be replaced if once destroyed.

2. Write an essay of not more than 1000 words on the subject, "Why America's Natural Resources Must be Conserved." In order to be eligible for consideration, each Conservation Pledge must be accompanied by such an essay. In the event that two or more competitors should submit pledges of equal merit, the prize in question will be awarded to the competitor whose essay the judges decide is best.

3. All entries (you may submit as many as you wish) must be mailed, or delivered to the offices of *Outdoor Life*, not later than July 31, 1946.

4. All entries should be addressed to the Conservation Pledge Competition Editor, *Outdoor Life*, 353 Fourth Avenue, New York 10, N. Y. Name and address of the entrant must be written plainly on the pledge and on each page of the essay. Entries with insufficient postage will not be accepted. All contributions entered in this competition become the property of the publishers of *Outdoor Life*, who cannot be responsible for delay, loss, or nondelivery of entries. None will be acknowledged, and none will be returned. No letters of inquiry regarding points covered in the rules can be answered.

5. There is no entry fee. You need not be a subscriber to *Outdoor Life*. You are not required to purchase a copy of the magazine.

6. This competition is open to everybody, everywhere, except employees of Popular Science Publishing Co., Inc., and their families.

7. The editors of *Outdoor Life* will act as judges, with the co-operation of the Advisory Board, and their decision shall be final. Neatness and skill of presentation will count. The names of the winners will be published in *Outdoor Life* in the earliest possible issue.

8. Those who submit an entry in this competition do so in express acceptance of these rules.

Your RED CROSS
must carry on!



FREE FILMS AND THEIR SOURCES

Sister M. Noreen, O.S.F. *

COFFEE

Behind the Cup. Four reels, sound, color. Planting, picking, and drying of coffee on tropical plantations; blending, roasting, packing. (Y.M.C.A. Motion Picture Bureau, 347 Madison Ave., New York, N. Y.)

From Brazil to You. Two reels, sound. Coffee growing in Sao Paulo; from planting of trees to shipment of coffee beans; bagging. (Pan American Union, Section of Motion Pictures, Washington, D. C.)

Coffee, the Pride of Colombia. Two reels, sound, color. Scenes in cities; coffee plantations, picking berries, crushing, drying, sorting, loading, blending, roasting. (Y.M.C.A. Motion Picture Bureau, 347 Madison Ave., New York, N. Y.)

Jerry Pulls the Strings. Three reels, sound. Story of a young couple's achievements furnishes the background for the puppet play depicting story of coffee; historic coffee houses scenes. (American Can Co., Home Economics Dept., 230 Park Ave., New York, N. Y.)

COTTON

King Cotton. One reel, sound. It tells the story of a successful cotton grower. It shows the prevention of loss from diseases. (Bayer-Semesan Co., Film Dept., Wilmington, Del.)

King Cotton. Two reels, sound. Development from Eli Whitney to modern cotton gin. It shows the modern farming and operations of the gin. It displays many uses of cotton. (General Motors Corp., Dept. of Public Relations, 1775 Broadway, New York 19, N. Y.)

Sam Farmer's Cotton. Three reels, sound. Good practices in cotton production such as seed selection, soil requirements, cultivation, fertilization, and picking. (U. S. Dept. of Agriculture, Motion Picture Service, Washington, D. C.)

Seeds of Prosperity. One reel, sound. It shows how the combined efforts of farmer and scientist are conquering boll weevil and other scourges of cotton. (Bayer-Semesan Co., Film Dept., Wilmington, Del.)

SUGAR

Sugar. Three reels, sound, color. It tells the story of the production of sugar from sugar beets in the United States. It shows the discarded juices in the form of molasses fed to livestock. (Business Films, 1124 Ninth St., N.W., Washington 1, D. C.)

Sugar Cane. Two reels, sound. It shows the rise and decline of industry in Louisiana; disease-resistant varieties; growing and harvesting of cane; how sugar is manufactured. (U. S. Dept. of Agriculture, Motion Picture Service, Washington, D. C.)

Sugar in the Everglades. Two reels, sound.

Development of growth of sugar cane industry in swamp lands of the South. (Allis-Chalmers Mfg. Co., Milwaukee, Wis.)

Vermont's Maple Industry. Two reels, silent. The complete story of Vermont's maple sugar. (Y.M.C.A. Motion Picture Bureau, 347 Madison Ave., New York, N. Y.)

WHEAT

Our Daily Bread. One reel, sound. It shows the modern harvesting equipment; the transporting of grain; the making of bread. (International Harvester Co., 180 N. Michigan Ave., Chicago 1, Ill.)

The Wheat Farmer. One reel, sound. The story of the life of a wheat farmer and his family. The preparing of the soil, planting, other farm tasks; harvesting operations, etc. (Y.M.C.A. Motion Picture Bureau, 347 Madison Ave., New York, N. Y.)

The Wizards of Svalof. Two reels, sound. Scientists of Swedish Seed Union at work; plant improvement by selection, scientific crossing, X-ray, chemical treatment. (U.S.A. Dept. of Agriculture, Motion Picture Service, Washington, D. C.)

WORLD GEOGRAPHY

Sahara. One reel, sound. Through Morocco to Fez; caravans, priests, fakirs, dancers; sands. (C. L. Venard, 702 S. Adams St., Peoria, Ill.)

Exotic Egypt. One reel, sound. Town and countryside; Alexandria, Cairo, Pyramids, and Sphinx; ancient and modern customs. (C. L. Venard, 702 S. Adams St., Peoria, Ill.)

India. Two reels, sound, color. Scenes of cities, ceremonies, Taj Mahal, Shalimar Gardens (General Motors, D. of P. R., 1775 Broadway, New York 19, N. Y.)

Land of the Five Rivers. One reel, sound. Development of India's irrigation system; effect on people. (Government of India Information Service, 2633, 16th, N.W., Washington 9, D. C.)

Wheels Across India. Three reels, sound. Elephants in teakwood forests of Burma; Snake Goddess and Cobra ceremony. (Modern Talking Pictures Service, 9 Rockefeller Plaza, New York, N. Y.)

Along the Great Silk Route. Three reels, sound. Tracing the trade and war way of ancient times from Europe, through Syria, Iraq, Iran to India. (Modern Talking Picture Service, 9 Rockefeller Plaza, New York, N. Y.)

Coal From New Zealand's Alps. One reel, sound. Coal mining in rugged mountains of New Zealand, shows life of miner and family. (New Zealand Legation, 19 Observatory Circle, N.W., Washington, D. C.)

Heart of Australia. One reel, sound. From Sydney and Adelaide to Alice Springs to

center of continent, Palm Valley; dances of Aborigines. (Y.M.C.A. Motion Picture Bureau, 347 Madison Ave., New York, N. Y.)

Art and Life in Belgium. One reel, sound. Age-old types of people and landscapes of Flemish art.

Flanders. One reel, sound. Scenes of West Flanders, the Coast and Bruges.

Flemish Folks. One reel, sound. Stresses extent to which medieval dress and custom have been preserved in this area. (Belgian Information Center, 630 Fifth Ave., New York, N. Y.)

Modern Czechoslovakia. Two reels, sound. Towns, countryside, people, and industries of postwar era; customs and achievements.

Vitava (The Moldau). One reel, sound. Interpretation of Smetana's symphonic poem; one version has commentary by Jan Masaryk on historical, cultural, and economic background of the Czech Republic. (Czechoslovak Information Service, 1719 Broadway, New York, N. Y.)

Gibraltar. One reel, sound. British fortress; Spanish villages, village life.

Mediterranean Milestones. One reel, sound. Voyage along the sea from East to West. (Y.M.C.A. Motion Picture Bureau, 347 Madison Ave., New York, N. Y.)

Canada's High Spot. One reel. Landmarks of its famed historic cities, Canadian Rockies, Banff, and Lake Louise.

Canadian Rockie Holiday. Three reels, sound. Attractions of Jasper Park; scenery, sports, and wild life.

Columbia Icefield Drive. Two reels, sound. Motor tour from Jasper to Columbia Icefield over new highway linking northern and southern Rockies.

Trail of the Great Divide. Two reels, sound, color. Pack trip to Berg Lake; Grand Forks Valley, Tumbling Glacier, Lake Adolphus, Snake Indian Trail.

Triangle Tour. Tour of Vancouver, through Fraser Valley to Jasper Park; through Bulkley Valley to Prince Rupert; totem pole village of Kitwanga; Skeena River. (Canadian National Railways, Motion Picture Library, Montreal, Canada.)

Ohio Travelogs. Twenty-three reels in a series, 1 reel each, sound. Comprehensive survey of Ohio; its topography, scenic, recreational, and historical spots; educational institutions; industries and resources; cities and parks. Narrative accompaniments. (Ohio Dept. of Education, Slide and Film Exchange, Columbus, Ohio.)

Alabama—Today and Tomorrow. Two reels, sound. Interesting points throughout the state. (Alabama State Chamber of Commerce, Montgomery, Ala.)

Luray Caverns. Three reels, sound, color. Fairyland and geologic wonders; famous Sky-

*St. Peter High School, Mansfield, Ohio.

line Drive in park. (Virginia Conservative Commission, D. of P., Richmond, Va.)

Old Dominion State. One reel, sound, color. Places of historic, scenic, recreational interests in Virginia; tobacco growing; Williamsburg, Virginia Beach.

Stratford, Historic Home of the Lees. Three reels, sound, color. Interior and exterior of home, gardens, famous men born and raised here.

George Washington's Virginia. Four reels, sound. Places associated with life and activities of George Washington. (Virginia Conservative.)

Arizona. Three and one-half reels, sound. Indian pueblos; location of copper, gold, silver, lead, tungsten, and other mines; irrigation, agriculture; scenic spots. (U. S. Dept. of Interior, Bureau of Mines, Washington, D. C.)

California's Picture Book. One reel, sound, color. Startling contrasts; mountain desert; Santa Barbara, Monterey Peninsula, Hollywood. (C. L. Venard, 702 S. Adams St., Peoria, Ill.)

Daylighting the Padres' Trail. Two reels, sound. Story of the famous route of Franciscan Padres from Los Angeles to San Francisco dotted with missions they established. Present-day attractions. (Southern Pacific Lines, Passenger Traffic Dept., 310 S. Michigan Ave., Chicago, Ill.)

Historic Death Valley. Two reels, sound, color. Fantastic formations, desert flowers. (Y.M.C.A. Motion Picture Service, 347 Madison Ave., New York, N. Y.)

San Francisco—Golden Gate City. One reel, sound. Bridges, Fisherman's Wharf, U. S. Mint, Chinatown. (C. L. Venard, 702 S. Adams St., Peoria, Ill.)

In Our Own American Day. Two reels, sound, color. Historical and scenic journey through U. S. Scenes from army camps, farms, industry, parks, etc. (Minneapolis-Moline Power Implement Co., Motion Picture Dept., Minneapolis, Minn.)

This Amazing America. Four reels, sound, color. Coast-to-coast travelog, scenic wonders and historical places throughout America. (Modern Talking Picture Service, 9 Rockefeller Plaza, New York 20, N. Y.)

Picturesque Guatemala. Two reels, sound. Customs and life along inter-American highway. (Pan American Union, Motion Picture Section, Washington, D. C.)

1. A Line from Yucatan. One reel, sound, color. Sisal hemp planters on Mexican peninsula.

2. Bounteous Earth. One reel, sound, color. Spring and harvest time agricultural rites.

3. Cuernavaca. One reel, sound, color. A visit to Cuernavaca, Taxco and Acapulco.

4. The Day is New. One reel, sound. Day in life of Mexican people from dawn to night; varied activities.

5. Fiestas of the Hill. One reel, sound. Religious fiesta, symbolic dances, and elaborate processions.

6. Fire and Water. One reel, sound, color. Ancient ceremonies in Taxco during Passion Week.



— G. C. Harmon

Three Juniors.

7. High Spots of a High Country. Two reels, sound. Old cities, markets and farms of Guatemala.

8. Mexican Moods. One reel, sound, color. Modern-day Mexico and personalities; picturesque Taxco; ancient Aztec ceremonies.

9. Mexico Builds a Democracy. Two reels, sound, color. Work of Government in bringing education to its Tarascan people.

10. People of Two Worlds. One reel, sound, color. Ancient and modern Yucatan; old civilization of Mayan Indians and that of today.

11. Sky Dancers of Papantla. One reel, sound, color. Thrilling and dramatic ceremony performed.

12. Sundays in the Valley of Mexico. One reel, sound, color. A day in the gay, cultured capital; picturization of a new era in Mexico. (Co-ordinator of Inter-American Affairs, 444 Madison Ave., New York, N. Y.)

1. Down Where the North Begins. Two reels, sound, color. Beauty Ecuador farms; industries, cities, customs.

2. Fundo in Chile. Two reels, sound. Agricultural progress on large ranches; old and new farming methods.

3. Heart of the Inca Empire. Two reels, sound, color. Study of ruins of Machu Picchu, Inca City.

4. Lima Family. Two reels, sound. Day in the lives of members of upper-class family in Lima.

5. Montevideo Family. Two reels, sound. How all members of a typical middle-class family of Uruguay live, work, and play. (Co-ordinator of Inter-American Affairs, 444 Madison Ave., New York, N. Y.)

1. The Pampa, Center of Agricultural Wealth of Argentina. One reel, sound.

2. Up the River to Iguassu. One reel, sound. Parana River and the great Falls. (Pan American Union, Motion Picture Dept., Washington, D. C.)

South of the Border with Disney. Four reels, sound, color. Travelogue of Central and South America done in the Disney style. (Co-ordinator of Inter-American Affairs, 444 Madison Ave., New York, N. Y.)

GOVERNMENT

Cadet Cruise. One reel, sound. Life and work of Coast Guard Academy; cruise to foreign lands.

Coast Guard Academy. Two reels, sound, color (1942). Activities comprising student life at Academy. New London, Conn.

1. Inside the Capitol. Trip through building; statuary, paintings, congressional halls. (Y.M.C.A. Motion Picture Dept., 347 Madison Ave., New York, N. Y.)

2. Inside the Library of Congress. One reel, sound. Rare books and musical instruments; great historical documents; translating books into braille.

3. Inside the White House. One reel, sound. Exterior and interior views; executive offices, glimpses of Cabinet members, news correspondents.

4. The Mint. One reel, sound. Process of coinage from artist's design to reproduction on die which strikes off coins.

5. Our National Government. One reel, sound. Evolution and analysis of constitutional form of government; function of three branches.

6. U. S. Treasury. Making of paper money in Bureau of Engraving and Printing; artistic design, engraving of plate, presswork, destruction of old money. (Y.M.C.A. Motion Picture Dept., 347 Madison Ave., New York, N. Y.)

INDUSTRY

1. Caravan. Three reels, sound, color. Parade of progress, streamlined trucks; poleless tents; aviation exhibits; homes; evolution of power, etc.

2. On to Jupiter. Two reels, sound. Chronicle of progress; past and present achievements, prophecy as to future; products of today's laboratories.

3. Science in Business. Two reels, sound. Methods used by industry to replace restricted materials with synthetics and plastics; customer's research.

4. Precisely So. Two reels, sound. Development of modern standards of accuracy; scientific instruments. (General Motors Corp., Dept. of Public Relations, 1775 Broadway, New York 19, N. Y.)

FRUIT

Apples: All American. Two reels, sound, color. The complete story of the growing of apples. (Virginia Conservation Commission, Division of Publicity, Richmond, Va.)

Washington, First in Apples. Two reels, sound. Where apples are grown; cultivation of ground, etc. (Y.M.C.A. Motion Picture Bureau, 347 Madison Ave., New York, N. Y.)

The Story of Bananas. Two reels, sound. It tells the story of the world's largest agricultural development. (Pan American Union, Motion Picture Dept., Washington, D. C.)

Yes, Bananas. One reel, sound. Preparation of soil in Central America, cultivation of plant, harvesting, transporting, uses in daily diet. (United Fruit Company, Educational Dept., Pier 3, North River, New York 6, N. Y.)

Golden Harvest. One reel, sound. The story of citrus fruit growing. (International Harvester Co., Inc., 180 N. Michigan Ave., Chicago 1, Ill.)

The Orange Grower. One reel, sound. Locations of citrus growing activities; story of the orange grower and family; caring for crop, harvesting, marketing. (Y.M.C.A. Motion Picture Bureau, 347 Madison Ave., New York, N. Y.)

MISCELLANEOUS FOODS

The Corn Farmer. One reel, sound. The story of his life and problems. Methods he uses in his work and the results. Hog and cattle raising also stressed. (Y.M.C.A. Motion Picture Bureau, 347 Madison Ave., New York, N. Y.)

Ever Since Eve. Four reels, sound. This is an historical dramatization of development of the tomato from its discovery by Cortez to the modern scientific methods of production. (Heinz, H. J. Co., Advertising Dept., Pittsburgh, Pa.)

Grain That Built a Hemisphere. 1 reel, sound, color. Disney's cartoon telling what corn has meant to civilization; development and present-day cultivation. (Co-ordinator of Inter-American Affairs, 444 Madison Ave., New York 22, N. Y.)

Peruvian Gold. 1 reel, sound. Early history of potato in Peru; American potato crop and loss from disease; symptoms and methods of combating. (Bayer-Semesan Co., Film Dept., Wilmington, Del.)

Science and Agriculture. 1 reel, sound. Traces soybeans from cultivation in China through growth in U. S.; plant's characteristics; preparation and use of by-products; interdependence of science and agriculture. (Y.M.C.A. Motion Picture Bureau, 347 Madison Ave., New York, N. Y.)

LIVESTOCK

1. *Junior Cattlemen.* 1 reel, sound. Selection of calves by 4-H Club members for stock shows, feeding, fitting, and preparing for show ring.

2. *Livestock and Mankind.* 1 reel, sound. Tells how veterinary science has helped to increase the usefulness of domestic animals.

3. *Marketing Livestock Cooperatively.* 2 reels, sound, color. It tells how livestock and marketing associations began.

4. *Sheep in Louisiana.* 2 reels, sound. Advantages from crossing purebreds with native sheep.

5. *Spring Shows and Beef Cattle.* 1 reel, sound. Work stock and beef cattle on display; discussion of pastures, feeding and breeding.

6. *Pork on the Farm.* 2 reels, sound. Production of desirable hogs for home consumption; killing and dressing them; proper handling. (The six listed above may be obtained from U. S. Dept. of Agriculture, Motion Picture Service, Washington, D. C.)

1. *Livestock and Meat.* 2 reels, sound. Tells the story of livestock and meat industry.

2. *A Nation's Meat.* 1 reel, sound. Production, processing, marketing of meat and meat production.

(1 & 2 listed above may be obtained from Swift & Company, Agricultural Research Dept., Union Stockyards, Chicago 9, Ill.)

DAIRY PRODUCTS

1. *The Babcock Test.* 1 reel, sound. A demonstration by Dr. Stephen Babcock, inventor of the test.

2. *Bip Goes to Town.* 1 reel, sound. Small farm boy visits modern electrified dairy farm and creamery and sees what electricity can do. (U. S. Dept. of Agriculture, Motion Picture Service, Washington, D. C.)

Cows and Chickens — U. S. A. 1 reel, sound. Production processing, marketing of dairy and poultry products. (Swift & Co., Agricultural Stockyards, Chicago 9, Ill.)

The Eighty years. 3 reels, sound. Progress of science during past 80 years, and in handling of milk. Outstanding historical events. (Borden Company, Consumers Relations, 350 Madison Ave., New York, N. Y.)

From Moo to You. 1 reel, sound. Animated color cartoon in which Elsie, the cow, tells the complete story of milk. (Borden Company, Consumers Relations, 350 Madison Ave., New York, N. Y.)

Duck Farming. 1 reel, silent. Breeds of ducks; farm flocks; commercial duck farming on Long Island. (U. S. Dept. of Agriculture, Motion Picture Dept., Washington, D. C.)

The Golden Egg. 2 reels, sound. Practical poultry-raising practices. (C. L. Venard, 702 S. Adams St., Peoria, Ill.)

3. *Poultry — A Billion Dollar Industry.* 3 reels, sound. Poultry farms, hatcheries, markets, cold-storage plants, egg business. (U. S. Dept. of Agriculture, Motion Picture Dept., Washington, D. C.)

Your Daily Milk. 1 reel, sound, color. Modern milk distribution stressing economic side of milk, importance of milk in diet. (Y.M.C.A. Motion Picture Bureau, 347 Madison Ave., New York, N. Y.)

FARM LIFE AND ORGANIZATION

1. *Down on the Farm.* 1 reel, sound. Typical farm scenes.

2. *5-C Clubs of Cuba.* 1 reel, sound. Agricultural Clubs of Cuba; members at work and play.

3. *Home-Demonstration Work in the Western States.* 2 reels, silent. Most important phases.

4. *Home-Demonstration Work — What it is and Does.* 3 reels, sound. Scope of the work; representative scenes in various parts of the country.

5. *The Home Place.* 3 reels, sound. American farmstead from Colonial times to present; its physical aspect and spiritual significance.

6. *The Negro Farmer.* 3 reels, sound. Work of the federal and state Extension Services among southern Negroes to bring about better farming and living.

7. *Power and the Land.* 4 reels, sound. Story of typical farm family before and after electrification, formation of co-operative by farm group; benefits from electricity.

8. *Salt of the Earth.* 2 reels, sound. Contribution of farmers to national wealth and the body politic. (U. S. Dept. of Agriculture, Motion Picture Dept., Washington, D. C.)

The Cattlemen. 1 reel, sound. Activities of family and hired helpers on cattle ranch: herding cattle, dipping and shipping, marketing experience, breaking horses. Cowboy songs. (Y.M.C.A. Motion Picture Bureau, 347 Madison Ave., New York, N. Y.)

Helpful Henry. 2 reels, sound. Dramatized comedy showing what can happen to a well-meaning city boy while visiting a modern farm. (International Harvester Co., 180 N. Michigan Ave., Chicago 1, Ill.)

The Wilsons Go to Town. 1 reel, sound. Dramatized comedy showing that the family car cannot serve for both pleasure and trucking. (International Harvester Co., 180 N. Michigan Ave., Chicago, Ill.)

Bill Howard, R.F.D. 6 reels, sound. Dramatic picture on advantages of rural electrification. (General Electric Co., Motion Picture Dept., Schenectady, N. Y.)

8. *Clearing Land.* 2 reels, sound. Methods of removing stumps: blasting, use of pullers. (U. S. Dept. of Agriculture, Motion Picture Dept., Washington, D. C.)

Romance of the Reeper. 3 reels, sound. Story picture of invention in 1831 and development. (International Harvester, 180 N. Michigan Ave., Chicago, Ill.)

Tom, Dick, and Harry. 5 reels, sound. How a run-down farm becomes productive through proper crop and livestock rotation. (C. L. Venard, 702 S. Adams St., Peoria, Ill.)

FORESTRY

1. *The Forest Ranger.* 3 reels, sound. Activities throughout the nation; his ideals of public service; benefits Americans receive from his work.

2. *Operation of a Forest Nursery.* 1 reel, sound. How tree seeds are planted and seedlings cared for until ready to transplant in open.

3. *There's More Than Timber in Trees.* 3 reels, sound, color. Need for nationwide forest program to keep forests producing.

4. *The Tree of Life.* 2 reels, sound. The importance of forests in our national life; achievements of forest service; principle of "sustained yield."

5. Unburned Woodlands. 1 reel, sound. Contrasts advantages of unburned with disadvantage of burned woodlands. (U. S. Dept. of Agriculture, Motion Picture Dept., Washington, D. C.)

Ten Thousand Fires. 2 reels, sound. Emphasizes damage done by forest fires, need of prevention. (Tennessee Valley Authority, Film Dept., Knoxville, Tenn.)

SOIL AND CONSERVATION

Plow that Broke the Plains. 3 reels, sound (documentary film). An excellent film depicting the story of the plains during the past 50 years. "Dust Bowl" tragedy.

The River. 3 reels, sound. An excellent dramatic documentary of the Mississippi from pioneer days of river commerce to recent floods and erosion disaster; need for conservation measures. (U. S. Dept. of Agriculture, Motion Picture Dept., Washington, D. C.)

FOODS

America's Favorite. 1 reel, sound. Production, distribution, and importance of ice cream as food; reasons for popularity. (National Dairy Council, 111 N. Canal St., Chicago 8, Ill.)

Dehydration. How dehydration of foods saves in weight, space, and containers, while preserving nutritional values; scenes in plants show processing. (U. S. Dept. of Agriculture, Motion Picture Dept., Washington, D. C.)

Ever Since Eden. 4 reels, sound. Historical story of the tomato; Heinz scientific methods of production for food packing industry. (Modern Talking Picture Service, 9 Rockefeller Plaza, New York, N. Y.)

Give Us This Day—The Story of Bread. 2 reels, sound. History of bread; its role in daily lives of children; preparation commercially; food value. (Y.M.C.A. Motion Picture Dept., 347 Madison Ave., Chicago, Ill.).

The Green Giant. 4 reels, sound, color. Film

showing modern canning process of peas and corn. (Ray-Bell Films, Inc., 2269 Ford Parkway, St. Paul, Minn.)

Yesterday, Today and Tomorrow. 3 reels, sound. Dramatizes history of preservation of food from days of Napoleon to modern canning industry. (Modern Talking Picture Service, 9 Rockefeller Plaza, New York, N. Y.)

1. Industry for Health. 3 reels, sound. Research work in chemistry, bacteriology, pharmacology, food and nutrition.

2. Years of Progress. 2 reels, sound. Modern research laboratory review of background of science. (Modern Talking Picture Service, 9 Rockefeller Plaza, New York, N. Y.)

Electrons on Parade. 2 reels, sound. Radio's role in guarding health, fighting forest fires, etc.; principles of radio tube. (Ganz, William J., 40 E. 49th St., New York, N. Y.)

Magic in the Air. 1 reel, sound. Animated diagrams explain basic principles of television; behind the scenes in television tube. (General Motors Corp., Dept. of Public Relations, 1775 Broadway, New York 19, N. Y.)

1. Victory Vignettes. 1 reel, sound. Some significant war functions of communications.

2. Voice of Victory. 3 reels, sound. Activities of telephone operators in furthering war effort.

3. War and the Telephone. 2 reels, sound. Reasons for war curtailment of telephone facilities. (American Telephone & Telegraph Co., 195 Broadway, New York, N. Y.)

Behind the Camera. 1 reel, sound. Portrayal of photography in respect to commercial work. (Westinghouse Electric & Manufacturing Co., School Service, 306 4th Ave., Pittsburgh, Pa.)

ELECTRICITY

Modern Aladdin's Lamp. 2 reels, sound. Development, manufacture, operation, appli-

cation of vacuum tubes—Lowell Thomas, narrator. (Western Electric Co., 195 Broadway, New York 7, N. Y.)

1. A Modern Zeus. 1 reel, sound. Production of artificial lighting.

2. Oil-filled Cable. 4 reels, sound. Discussion of process used by manufacture.

3. The Electric Needle. 2 reels, silent. Electric-arc welding; installation of pipe line to convey oil, gas, steam and water in large municipal systems. (General Electric, Visual Instruction Section, Schenectady, N. Y.)

MINING

Modern Coal Mining. 2 reels, sound. How labor-saving machinery has replaced old methods. (Goodyear Tire and Rubber Co., Akron, Ohio.)

Wildwood, a 100% Mechanized Mine. 3 reels, sound. Operation of bituminous coal mines by means of machinery. (U. S. Dept. of Mines, Washington, D. C.)

Mountains of Copper. 1 reel, sound. Operations in blasting and transporting copper ore from world's largest open-pit copper mine. (General Electric Co., Schenectady, N. Y.)

Lead Mining in Southeast Missouri. 3 reels, sound. Early and current methods; exploration operation.

Nickel Mining. 1 reel, sound. Complete story of nickel mining in Canada & U. S. (U. S. Dept. of Mines, Washington, D. C.)

Common Salt (NaCl). 1 reel, sound. Nature and action of salt, methods used in extracting, purifying, drying, and bagging surface and rock salt deposits. (Visual Education Service, Boston, Mass.)

CLOTHING — TEXTILES — LEATHER

Civilization's Fabric. 2 reels, sound. Cotton from field to mill. (Fruit of the Loom, Inc., 712 Hospital Bldg., Providence, R. I.)

Co-operative Wool — From Fleece to Fabric. 3 reels, sound. Progress of wool to market, factory, and consumer; co-operative marketing. (U. S. Dept. of Agriculture, Motion Picture Dept., Washington, D. C.)

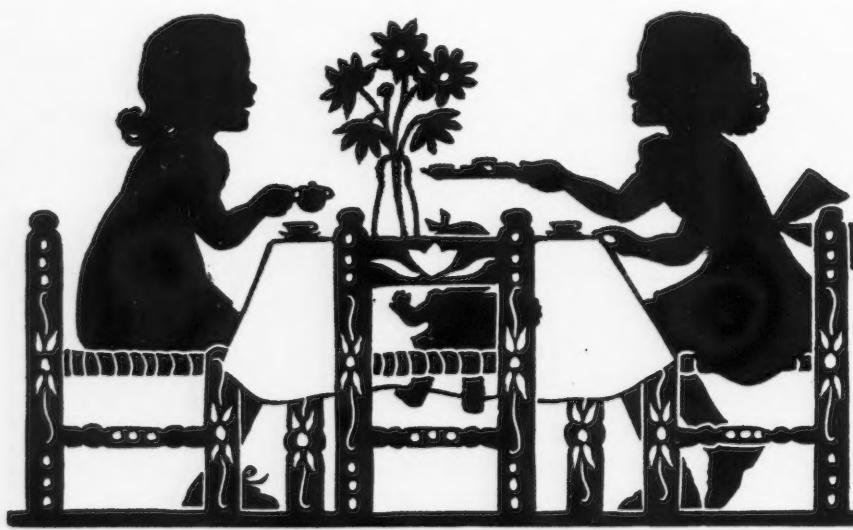
Facts About Fabrics. 2½ reels, sound. Yarn; weaving, knitting and finishing methods commonly used in making textiles. (E. I. du Pont de Nemours & Co., Inc., M.P. Dept., Wilmington, Del.)

Fashion's Favorite. 3 reels, sound. Manufacture of rayon yarn; characteristics of rayon. (E. I. du Pont de Nemours & Co., Inc., M.P. Dept., Wilmington, Del.)

If the Shoe Fits. 2 reels, sound. Manufacture of shoes. (Melville Shoe Corp., Public Relations Dept., 25 W. 43rd St., New York, N. Y.)

Rayon — A New Frontier of Progress. 2 reels, sound. Raw materials; manufacturing of spun rayon yarn. (American Viscose Corp., 350 Fifth Ave., New York, N. Y.)

Story of My Life as Told by Mr. Shoe. 2 reels, sound. Process of making shoes. (Melville Shoe Corp., Public Relations Dept., 25 W. 43rd St., New York, N. Y.)



Entertaining a Friend.

— G. C. Harmon

SAFETY

Formations. 1 reel, sound. Shows discourtesy is the cause of many traffic accidents. (National Conservation Bureau, Ed. Div., 60 John St., New York, N. Y.)

Heedless Hurry, Endless Worry. 1 reel, sound. Careless habits of pedestrians, danger of quiet streets and night driving; crash scenes. (National Conservation Bureau, Ed. Div., 60 John St., New York, N. Y.)

How Patrols Operate. 1 reel, sound, color. Proper patrol operations under different situations; need for careful attention to duty. (American Automobile Association, Washington, D. C.)

Once Upon a Time. 1 reel, sound, color. Animated cartoon on street and highway safety with fairyland setting and character.

On Guard for Safety. 1 reel, sound, color. Story of School Safety Patrols. (American Automobile Association, Washington, D. C.)

On Two Wheels. 1 reel, sound, color. Correct traffic rules for bicycles. (General Motors Corp., Dept. of Public Relations, 1775 Broadway, New York 19, N. Y.)

FIRE PREVENTION

The A.B.C. of Fire. One reel, sound, color. Explains combustions, heat oxidation, dust explosion; flammable vapors; how flash points are determined.

Before the Alarm. Two reels, sound. Fire prevention engineers at work in typical American community; fundamentals of fire protection.

Modern Magic in Fire Dynamite. Three reels, sound. How modern automatic apparatus fights fire.

Vigilance. One reel, sound. Warning to people of Pacific Coast of seriousness of fire hazards; how to prevent fires. (U. S. Agriculture Dept., Washington, D. C.)

Waterfog — Master of Fire. Three reels, sound. Practical demonstrations of extinguishment of flammable liquid fires; specific applications for protection of fire hazards in industrial plants, electric power and oil industry. (Rockwood Sprinkler Co., 38 Harlow St., Worcester, Mass.)

MISCELLANEOUS FILMS

Hinterland Trout. One reel, sound. Trout fishing with fly rod in Canada; moose, camp life, Indian. (Canadian National Research Railways, Motion Picture Library, Montreal, Canada.)

The Alaska Highway. One reel, sound. Reveals hardships faced by engineers in construction of this vital link in our defenses; importance of Alaska. (Canadian National Railways, Motion Picture Library, Montreal, Canada.)

Ice Carnival. One reel, sound. Scenes of skating shows; solo and duo acts, ensembles, races and stunts. (C. L. Venard, 702 S. Adams St., Peoria, Ill.)

Sentinel of Safety. Common causes of accidents in the home; how to avoid them. (Aetna Casualty & Surety Co., Motion Picture Bureau, Hartford, Conn.)

Water, Friend or Enemy. One reel, sound,



— G. C. Harmon

color. Disney cartoon showing how water can be true friend to man; how to keep it pure.

(Co-ordinator of Inter-American Affairs, 444 Madison Ave., New York 22, N. Y.)

Answers to Your Questions on Audio-Visual Aids

George E. Vander Beke, Ph.D.*

Sister M. D. — North Dakota

Question: Where may I obtain films suitable for the children in the grades?

Answer: There are many films available for use in the elementary grades. If you will get in touch with the Department of Correspondence Study, N. Dak., you will obtain a list of fine films prepared under the Sponsorship of the Office of War Information, the Treasury Department, the Office of Education and other agencies.

Sister M. B. — Wisconsin.

Question: Where can I get information about the use of 2 by 2 slides in a biology class?

Answer: The Society for Visual Education, Chicago, Ill., is one of the firms dealing in slides in the 2 by 2 size. Get their "Sciences" catalog. They also publish "The Audio-visual Handbook" which describes the use of slides. The magazine *School Science and Mathematics* has many articles by teachers using slides. If you wish to have your pupils make slides you will find a booklet, *Slides and Transparencies* by the Eastman Kodak Co., Rochester, N. Y., very helpful.

Father B. — Wisconsin

Question: Where may I obtain a list of available motion pictures?

Answer: The Extension Division, University of Wisconsin, Madison, Wis., publishes a catalog of films available to schools. Since you are located in Milwaukee you should get the catalogs of films available for schools. They publish a catalog.

Sister M. R. — Illinois

Question: Where can I find out about the value of films without seeing them? I have

obtained some films which seemed to be what I wanted, but after previewing them, I was disappointed.

Answer: If you make extensive use of films in your school it will pay you to subscribe to the "Educational Film Catalog" published by Wilson, New York. In this book you will find objective opinions by teachers who have used motion pictures in their classes. Other sources are such periodicals as the *Educational Screen, Film News*. We shall publish such evaluations in the CATHOLIC SCHOOL JOURNAL from time to time.

A YOUNG ARTIST

Everyone with an intelligent interest in greeting cards knows about the creations of Berta Hummel. What teachers and children should see in her work and her life is the inspiring example held out to youth.

Berta Hummel was born May 21, 1909, in a little town of Bavaria 30 miles from Munich and 20 miles from Oberammergau. She had two brothers and three sisters. The family name Hummel means a bee; hence the picture of a bee as a signature on many of her drawings.

As a child, she is said to have used every scrap of paper and piece of slate that she could find for sketching and painting. She painted the cards for her family's celebrations of birthdays, feast days, anniversaries, Easter, and especially, Christmas. She drew and painted flowers, birds, animals, babies, her classmates—the familiar things around her.

When she was ten years of age she dreamed of becoming a great artist. When she had finished high school, she entered a school of fine arts.

While attending art school, she became acquainted with the Franciscan Sisters of the Holy Family at Munich and went to live with them. When she had graduated with honors, she joined this order of Sisters in 1934.

As a religious she continued her career as an artist. The income from the sale of her pictures and figures helped to support the charities of the Sisters, until her early death several years ago.

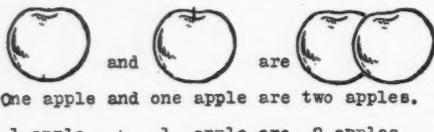
*Head, Dept. of Education, Marquette University, Milwaukee, Wis.

Number in the First Grade

*Amy J. De May, Ed.D.**

IV. ADDITION AND EQUALS SIGNS

When the symbol for five has been taught, with adding up to that point, using *and*, and the word *add* has been taught as discussed in a previous article, the children are ready for the sign $+$, and soon after that for the equals sign to be given in place of *are* and *make*. One sign should be presented at a time, of course, and have considerable use before the other is mentioned. The first sign naturally should be $+$. As with other concepts the ideas should come through a problem. For example: Ann said, "Mother gave me an apple. She gave an apple to Dan. How many apples did she need for us both?" What must you say to find the answer? The teacher asks, and presents the card:



You used figures to make the numbers shorter to write. Now we have a sign to use in place of *and*. We call it the sign of addition. You call it *and* just as you have before, but you write it $+$. Then how do you write two apples and one apple are three apples? Put the statement on the board. In this way the teacher continues to build up all the combinations taught thus far. Gradually then the abstract forms are brought in, and we have $1 + 1$ are 2, and so on for others.

Before introducing the equals sign, there should be objective exercises with the concept of equality; that is, are these two groups the same or not the same in quantity? They have had, with the language expressions *are* (or *is*) and *make*, the idea of bringing a group to a different size by putting more with it, but that this results in an equality of quantity between what is on the left of *are* or *make* with what is on the right is an abstraction children at this point have not yet absorbed. We need to make them conscious of what may be called "sameness," which is what equals implies.

Exercises are to be given now where the child tells whether this group has the same number in it or not. We tell him we have a word for this sameness; we call it *equals*. Such exercises as the following are helpful at first:

Take two girls to the teacher's desk, John.
Take two girls to the door, James.

Are there the same number of girls in John's group as in James' group? Are the two groups equal?

Put three pieces of chalk on my desk, Ella.

Put four pieces of chalk in another place on my desk, Jane.

Are there the same number of pieces of chalk in Jane's group as in Ella's group? Are the two groups equal or not equal?

After many more such exercises may come the questions,

Are five apples the same as two apples?

Are five apples equal to two apples? and then finally, Which is more, four or two? Are four and two equal? Then, Are five apples equal to five apples? Are five equal to five?

For seatwork then there may be sets of pictures in which some are equal and some are not equal. These can first be pointed to as a class exercise, but there may also be mimeographed sheets with groups ranged together in which the child writes after the line the word *Yes* if equal and *No* if not equal, or in which he marks the groups that are equal by putting a ring around it with his pencil. The first exercise should have the question, Which is more? and the child is told to put a ring around the group of the two that is more. The following will illustrate the possibilities of such work.

Which is more? Put a ring around the group.

Which is equal? Put a ring around the two groups that are equal.

	with	
2	with	3
• •	with	• •
one	with	two

	with	
4	with	4
○	with	○ ○ ○
3	with	3

In this exercise the groups that are to be compared with the ones joined by *with*, of course, will be plain to the teacher, but might not be to the pupil without a word of explanation. It is not necessary that the word *with* shall be placed in the lesson. The teacher might just point out that the two groups within the area enclosed in the oblong, the two groups of *like objects* are the ones about which he is to decide which groups are equal. We have made the lesson here to include combinations only up through four, but by this time they have learned five, and probably six, and lessons including these combinations should be devised.

Now that the meaning of equals is learned, the teacher gives the sign as a short form of *and* or *make*. That may be illustrated in the same way as plus was done.

JOIN THE
JUNIOR
RED CROSS



and



makes



Two kittens and one kitten makes three kittens.

2 kittens and 1 kitten equals 3 kittens.

2 kittens and 1 kitten = 3 kittens.

$$2 \text{ and } 1 = 3 \quad 2 + 1 = 3$$

Ella has two kittens and May has one kitten. How many kittens have they together?

Children should now be taught to write combinations in the horizontal form, making a table for each group they have learned.

$$1+1=2$$

$$2+1=3$$

$$3+1=4$$

$$2+2=4$$

$$3+2=5$$

$$4+2=6$$

$$1+1=2$$

$$1+2=3$$

$$1+3=4$$

$$2+2=4$$

$$2+3=5$$

$$2+4=6$$

and so on, as far as they have learned, ending, of course, with 9.

After this a chart should be made by each pupil, a little at a time, until it is all done. It will help him to get the various relationships between the numbers and their combinations.

$$1+1=2 \quad \begin{array}{r} 1 \\ \hline 1 \end{array}$$

$$2+1=3 \quad \begin{array}{r} 1 \\ 2 \\ \hline 3 \end{array} \quad \begin{array}{r} 2 \\ 1 \end{array}$$

$$1+2=3 \quad \begin{array}{r} 3 \\ \hline 3 \end{array} \quad \begin{array}{r} 3 \\ .3 \end{array}$$

$$3+1=4 \quad \begin{array}{r} 1 \\ 3 \\ \hline 4 \end{array} \quad \begin{array}{r} 3 \\ 1 \end{array}$$

$$1+3=4 \quad \begin{array}{r} 4 \\ \hline 4 \end{array}$$

cise, or horizontally for the same reason. Still in these the number to be taken from, the minuend, stands always first, and in the vertical arrangement always at the top. Without the sign we can with the words say: Take two from five, or from five take two. The equals sign can be used with any such subtraction examples as well as if the minus sign were used. Column subtraction of combinations may be made into a chart by labeling the chart subtraction. This should be done up to taking away from nine in this form:

2	3	4	5	6	7	8	9
<u>1</u>							
3	4	5	6	7	8	9	
<u>2</u>							
4	5	6	7	8	9		
<u>3</u>							
5	6	7	8	9			
<u>4</u>							
6	7	8	9				
<u>5</u>							
7	8	9					
<u>6</u>							
8	9						
<u>7</u>							
9							
<u>8</u>							

and so on up to $8+1$ and $1+8$. Then a table of the twos, the threes, the fours, which will take all the combinations through 9.

Someone may now ask, "What about the subtraction sign?" It seems to this author that the minus sign might well be left until the second grade and the words take away used all the while. This will make it convenient some of the time to take the first number from the second, and some of the time to say the number and take the second from it, as *four from five*, or five take four from it. The latter situation is more often met with in problems; for we usually begin by stating how much was on hand, and then tell what was done with a certain number of that group, which must be taken away from it for that purpose. With the minus sign the quantity to be taken away always stands last, unless, of course, we place them vertically and give the answer with the second number left out for a completion exer-

Chart of this nature in addition and subtraction help pupils to see the relation of numbers, and pupils should be helped to make small ones for themselves.



Freddie's Feathered Friends

Sister St. Stanislas, C.D.P.*

I

On his way to school Freddie paused a moment to rest. It was a warm day in September. He looked at the boys walking ahead, and wondered why he felt so tired. The next day Freddie did not go to school. His father took him to see a doctor.

On the first of October Freddie was on the train bound for San Antonio, Texas. His father's sister had spent the summer visiting them in Baltimore. Now, Miss Dunlap was returning to Texas, and she was taking Freddie with her to the Sunny South.

Freddie loved birds. His Aunt Margaret belonged to the Audubon Society. They were kindred spirits. Freddie had been ordered by the physician to spend most of his days out of doors from October till May. Almost every day Freddie and his aunt went to one of the large parks, or to some other place where trees grow in abundance. Freddie always took his binocular and notebook with him wherever he went.

Listen to the Mockingbird

On the ninth of October the boy was thrilled; for he heard, or thought he heard, a dozen different songsters in a mesquite tree. He quickly looked through his opera glass. "Why," he cried, "those birds that were singing are not here at all. I see a gray bird, perched upon a slender branch."

"That is a mockingbird," his aunt told him. "You will hear him often. He stays here all the time. Probably you will hear him singing during the night. He loves to sing on moonlight nights. He is our state bird, and he seems to know it. There are hundreds of mockingbirds around here."

Freddie made a note of what he had learned. Then he looked around. "Oh, Oh!" exclaimed the boy. "I see a bird with a long tail. Do you see him?"

"Yes," replied his aunt. "That is a scissortailed flycatcher. He is a useful bird, but he does not stay here. He is a summer resident. The scissor-tailed flycatcher generally leaves us in October, and returns in April."

Again Freddie jotted down a few words in his notebook.

When Miss Dunlap and her nephew were returning home, they stopped to look at the river.

"Isn't that a kingfisher there, sitting on that bare branch over the water?" asked Freddie.

"Yes," said Miss Dunlap. "That's the belted kingfisher. He is a permanent resident. You will see some green-winged teals later. They come in the winter."

As soon as Miss Dunlap and Freddie came home, the boy sat down and wrote his observations on theme paper that he kept in a folder.

*Our Lady of the Lake Convent, San Antonio, Tex.

Keep Your Eyes Open

"If you'll write down all your observations as carefully as you did today, your year out of school will not be a lost year, as you feared it would be."

The next morning Freddie was sitting under a pecan tree in his aunt's back yard. He had not been there long when he heard a rapping, tapping sound.

"I wonder," he thought, "if that's a red-headed woodpecker." A minute later he saw the bird. It had, in fact, a red head, but it was different from any woodpecker that he had ever seen. It had white and black stripes.

Then his aunt came out. She also saw the bird. "That," she said, "is the zebra woodpecker. But that is only a nickname. His true name is red-bellied woodpecker. The golden-fronted woodpecker is much like him. These birds build their nests in trees, posts, and telephone poles."

Freddie was delighted to learn about the kinds of woodpeckers that are different from the ones at his home in Maryland. While he was writing in his notebook, some small doves came and walked on the grass.

"Oh, look," he cried. "those doves are almost tame. They walk around here as if this were their home. From where did they come?"

"Those are ground doves," his aunt told him. "They came from Mexico."

"You know, Aunt Margaret, I am beginning to feel quite at home here. I suppose I'm like the ground doves."

"I'm very glad that you feel that way, and I'm delighted to see that you are already beginning to grow stronger. Being out of doors so much is helping you more than any tonic could have done."

In the early afternoon Miss Dunlap and Freddie went to Woodlawn Lake, a small artificial body of water. The boy did not forget to take his field glass. When he saw a bird

wading in the water at the edge of the pond, he held his binocular close to his eyes.

"Oh," he cried, "Aunt Margaret, isn't that a blue heron over there?"

"Yes, that's a blue heron. You'll see more of them soon."

After a while they drove farther west, close to some farms. They came to a place that was overgrown with brushwood. There they saw a large number of kingbirds.

Birds Eat Bugs

"The kingbirds are very useful to the farmers because they catch many insects on the wing," explained Miss Dunlap.

"But these kingbirds are looking for food in the brake over there," said her nephew.

"That is true," assented Aunt Margaret. "The kingbird does not confine itself to one method of hunting, but picks up some insects from weeds and trees. He even goes down to the ground in search of thousand legs."

"Doesn't he eat any vegetable food at all?" asked Freddie.

"Oh, yes, he does. Most of the vegetable food that he consumes consists of wild fruits."

Freddie scribbled in his notebook while Miss Dunlap drove the car. That night the boy wrote fourteen lines on a sheet of paper.

Every day Freddie observed birds that interested him. Sometimes he saw some old familiar friends among the feathered songsters. The tufted titmouse amused him. He thought the bird's call, "Peter, Peter, Peter," very pleasant. He was thrilled when a number of robins flew into the yard in November and perched around the rim of the bird bath. He was delighted when a flock of cedar waxwings hopped from branch to branch of a hackberry tree.

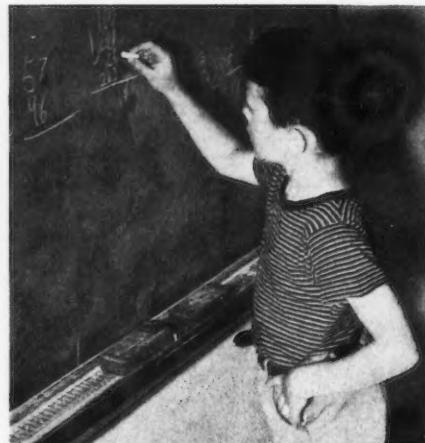
Bluebonnet's Neighbors

It was an ideal day in March. Aunt Margaret and Freddie went out for a drive in the country. Freddie admired the hillsides carpeted with bluebonnets and purple verbenas. He also marveled at the strange plants that had clusters of straight, stiff, sharppointed leaves about two feet long and three inches wide. He had never before seen such stout stalks loaded with clusters of large, creamy-white, bell-shaped flowers. Miss Dunlap told him that these formidable plants are yuccas, and that they are generally called Spanish daggers.

After a while Freddie and his aunt walked about. When Freddie saw some weeds bearing ray-flowers of the deepest shades of red and brown, and some of bright yellow, he was equally pleased. He observed that they would be prettier if the petals would not be folded back. He said, "Those richly colored velvety rays ought to stand out like the yellow petals of the sunflowers." He wanted to know the name of the flowers that turn their rays back against their long, slender stems.

"Those flowers are niggerheads," said Miss Dunlap.

As soon as they came home, Freddie went to his room to write.



When he finished his lines he went to the library where he found his aunt. Freddie said to her, "See, this is what I wrote."

Susan Sunflower's Party

Miss Dunlap saw that Freddie had written some verses. She said to him, "I'd like to hear you read your poem. I see the title is 'Susan Sunflower's Party.'"

Then Freddie read:

Susan Sunflower gave a party
One bright day in early spring;
She invited all the flowers
That are found where streamlets sing.

Susan sent her invitations
To the prairie-flowers bright;
She invited the verbenas,
And the yuccas, creamy-white.

Susan asked the golden puff-balls
Of the huisache trees to come;
The racemes of the mesquite trees,
She invited to her home.

Susan begged the bright bluebonnets
To be sure to come on time;
Then she asked the virgin-bowers,
Would they on her gallery climb.

Niggerheads she, too, invited,
Though their petals always hang;
Susan loved their red, brown, yellow,
Though of them no poet sang.

All the blossoms she invited,
Came to Susan's home that spring;
All the blossoms delighted
When the birds came there to sing.

Aunt Margaret spoke cheerfully to Freddie, "I am sure Susan Sunflower was glad that all her friends came to her party."

"Of course she was," exclaimed Freddie. "And the birds were happy, too. That's why they came there to sing."

Then they went to the dining room for their dinner.

It was now time to go to church for the novena to Our Sorrowful Mother. When they returned, Freddie soon was ready to go to bed.

The Cardinal's Nest

The morning sun shone on the ivy and trumpet vines that covered part of the little grotto in Miss Dunlap's yard. She and



In the Grocery.

Freddie went around the grotto, trying to locate the bird whose song was the sweetest music that they cared to hear.

Then Freddie saw a pair of cardinals just above his head. The male's clear, liquid whistle sounded loud; and his bright red plumage made a lovely picture against the green, feathery foliage of the mesquite. The female, though dull compared to her mate, was just as pleasant. She flew down upon the lawn to look for material for her nest.

Miss Dunlap seated herself upon the garden chair and commenced to work on the table runner that she was anxious to finish for a friend. She threw several small pieces of colored artificial embroidery silk upon the grass. The cardinal came close to the chair, looked at the silk, then came closer still, picked up a piece and flew into the tree. She soon returned and gathered up another piece of the floss. The bird soon lost all her shyness. She kept on coming until she had picked up every piece of thread; and then she came down and waited for some more.

Freddie sat on the grass and wrote some lines. Then he tore the sheet and crumpled it. He tried again. For the third time in five minutes Freddie crumpled up a sheet of paper. Then he looked at his aunt. He wrote again.

"Listen, Aunt Margaret, I want you to hear every word I wrote. The title of this poem—I wonder if you can guess—Well, the title of this poem is Nesting Time."

"I'm glad that it is springtime,"
Said Trudie Thrush one day;
"I noticed Benny Bunting
Had tiny wisps of hay."

"And I saw Gladys Goldfinch
Collect some thistle-down";
Remark'd Erastus Thrasher,
He wore his coat of brown.

"And all my nearest neighbors
Are working like the rest;
Today Aurelia Oriole
Hung up her pretty nest."

"I'm glad it's time for nesting;
The weather is so fine,"
Said Ebenezer Kingbird,
While looking for some twine.

"See, here is Martha Martin;
For straws and strings she begs,"
Observed Virginia Vireo;
"I'm sure she'll have five eggs."

"Our nests will soon be finished;
It only takes a day";
Said pleasant Jerry Junco;
His suit was soft and gray.

Gay, lustrous Rufus Cardinal
Sang sweetly to his mate;
She quickly gathered silken strands,
Not wishing to be late.

Aunt Margaret was smiling at her nephew. "Freddie, it makes me happy to know that my few discarded pieces of embroidery silk were used to line the dear, sweet cardinal's nest. I hope the baby birds will be comfortable."

Biblical Birds

Miss Dunlap took a small memorandum book out of her sewing basket. Freddie's eyes followed the movements of his aunt's fingers.

"Look," said Miss Dunlap, showing Freddie

a page, "here is where I wrote the Bible references concerning birds. You can read the laws about the nests of birds in Duteronomy, chapter twenty-two; and about the raven that brought bread to Elias in the third book of Kings, chapter twenty-seven.

"Aunt Margaret," said Freddie, "you are always kind to everybody—even to the birds. God will reward you for your kindness."

Miss Dunlap spoke thoughtfully. "Everyone should be kind to the birds. They are God's creatures. You know, good St. Francis loved his dear feathered friends. I am glad that you, too, are interested in our birds. They not only cheer us with their songs, but they are great helpers. The farmers could not get along without the birds."

One day in April when he was out for a drive, Freddie saw a road runner. He laughed almost as much as he did when he was at the circus.

"That bird is as funny as a clown," he declared.

The Hummingbird's Home

He was always hoping to see a hummingbird. Miss Dunlap had a circular bed of verbenas in her garden. One evening when Freddie was admiring the scarlet flowers, he saw three hummingbirds flitting from blossom to blossom. He went quietly to the porch where his aunt was sitting and told her to come.

"Why, look," exclaimed Freddie, "there are more than three. There are—there are—let me see—one, two, three—four, five. Just think! Five hummingbirds at one time!"

"Really," said his aunt, "this is very unusual. I never before saw five hummingbirds at the same time."

"The hummingbirds must like verbenas an awful lot," said Freddie.

"It is because the verbenas are red. I've noticed that hummingbirds prefer red to any other color," asserted Aunt Margaret.

"I wish I could see a hummingbird's nest," Freddie told his aunt.

"Oh, I can show you one. I have one among my collection. Last year after the birds had flown away I cut the little twig off the hackberry tree to which the nest was fastened."

A few minutes later Freddie exclaimed, "That's the dandiest nest I ever saw! Why, it's no larger than a walnut! And so perfect! I've seen an oriole's nest, and a nest of a red-winged blackbird. I've also seen a meadowlark's nest, and I've watched the barn-swallows at work; but there's no nest like the hummingbird's."

Freddie went to his room and wrote in his notebook. When he came out he read:

The barn-swallow builds her nest of mud,
The meadowlark lines hers with grass;
The red-winged blackbirds weaves hers of twigs,
But the hummingbird's none can surpass.

"I'm surely glad that I had that nest to show you," said Miss Dunlap.

"I'm glad too," said the boy. Then he added, "I've seen 55 different kinds of birds since I came here. Just yesterday I saw a painted bunting, or Mexican canary, as you call him. I also saw a goldfinch."

Good Bye, Feathered Friends

The next day Freddie received a letter from his father. He asked the boy to come home now, that his health was so much improved.

Miss Dunlap took her nephew back to Baltimore on the tenth of May. As Aunt Margaret's car moved out of the yard, smoothly and noiselessly, a cardinal, perched on the topmost twig of a lavender tree, sang his usual song, "Pretty, pretty, pretty—sweet, sweet, sweet."

Mr. Dunlap was overjoyed to see his son, and Freddie was gloriously happy to embrace his daddy. Mr. Dunlap thanked his sister for the good care that she had taken of his darling, motherless boy.

Freddie's father was delighted with the carefully written manuscript that his son gave him. The title of his theme was, "My Feathered Friends."

Stories from the New Testament

*Sister M. Helen Ann, S.C.**

LOST IN THE TEMPLE

When Jesus was 12 years old Mary and Joseph told Him that now He was big enough to go with them to the temple in Jerusalem. Jerusalem was the most important city in the whole land. The temple was a beautiful church where people prayed to God.

Jesus felt very happy and grown-up to be able to go. Many of their relatives went, too, so it was like a big picnic.

When they reached the temple they all prayed. Jesus talked to God, His Father, for a long time.

Finally Joseph said, "We must sleep now. Tomorrow we will go home."

The next day on the way back Mary

thought Jesus was with Joseph and the other men. Joseph thought Jesus was walking with His mother, Mary. Soon Joseph and Mary met.

"Where is our boy?" Mary asked.

Joseph answered, "Why, I thought He was with you."

They asked all their relatives but no one had seen Jesus. They were frightened and turned around at once to look for Him. Perhaps He was still in Jerusalem.

Up and down the streets they looked. What had happened? Had He been stolen? Had a wagon run over him? Was He hungry and crying someplace? Where could He be? Mary asked everyone they met about Him.

At last Mary saw an officer and hurrying

*Sister of Loretto, St. Louis, Mo.

over to him she asked, "Oh, have you seen our boy?"

"Your boy? Well, what does he look like? The streets are filled with all kinds of boys."

"If you saw my lad you would surely have known him."

Then the man said, "A wonderful boy is talking to the priests in the temple, that must be the one of whom you speak."

Mary and Joseph hurried at once to the temple. They opened the door of the priests' room. There sat Jesus. The priests were all around Him listening. Mary was so happy she ran and put her arms around Him asking, "Son, why did You do this to us? Your father and I have looked for you for three days."

Jesus smiled quietly and answered, "I had to stay, Mother dear. I had to take care of My Father's business."

He turned then and said good-by to the priests. Between Mary and Joseph He walked home to Nazareth. Jesus was sorry to have had to worry them but now He would stay home for 18 peaceful, happy years.

JAIRUS' LITTLE GIRL

One day a man named Jairus ran to Jesus and fell at His feet begging Him to come to his house because his little 12-year-old daughter was dying.

"Oh Jesus," begged Jairus, "my daughter is so sick. Please come and lay Your hand on her and make her well."

Jesus got up right away and followed Jairus. Before they got to his home, however, someone came up and said, "Jairus, your little girl is dead. It is too late for Jesus to come. He might as well go back."

But Jesus heard the man and said, "Do not be afraid, Jairus, only believe in me and she will be all right." So they all kept right on hurrying to his house.

When they got there a lot of people were crying but Jesus said to them, "Do not cry. She is asleep, not dead." The people were very rude; they just laughed at Him because they could see with their own eyes the girl was dead. Jesus didn't like this. He made them all go out of the house except the mother and daddy. Then He went over and took the little girl's hand and said, "Little girl, get up."

Right away the girl came to life. She got up and smiled at Jesus, then walked over to her mother and Jairus.

"Give your little girl something to eat," said Jesus before He quietly slipped away.

The mother and daddy hugged their little girl tight. They were so happy to have her alive again. They knew Jesus was really God and this made them happy, too.

THE HAUL OF FISHES

Peter and Andrew went fishing one day. They did not have poles like your daddies do, or hooks and worms. They used big nets. They would put the net down deep in the water, then very quickly pull it up. Often they would catch several fish in the net at one time.

This day Peter had tried and tried to catch some fish but he just couldn't get even one. He let the net down; pulled it up. No fish. He let it down again. Pulled it up. NO fish. He and Andrew were so tired.

Just then Jesus came walking along the shore of the lake. He saw how tired the men

were; so He called and asked Peter if He could come in his boat for awhile. Of course, Peter was glad to have Jesus with him. He rowed to shore so Jesus could get in; then they went out on the lake again.

Soon Jesus said, "Let down your net for some fish, Peter."

"Jesus, I've tried all night long and have not caught one fish. But if You say so, I'll try again."

Down went the net-way deep in the water. Right away it was so filled with fish that it started to break. Quickly Peter called to his friends in another boat to come and help him. They hurried over and soon both boats were so filled with fish that they began to sink.

When Peter saw this he fell on his knees at Jesus' feet. He knew Jesus was truly God, even the fish obeyed Him.

Attention Please

Yvonne Altmann

SPRING

Smell, smell, smell

[Children sit in proper position and sniff the air.]

Stretch, stretch, stretch

[Everyone stretches.]

I have a lazy feeling

[Still stretching.]

For spring is in the air.

[Hands return to lap, children ready to listen.]

Try this on the first warm springlike day. You will see the children laugh and hear them exclaim: "Why that is just the way I feel."

*Drawings by Gedge C. Harmon.
Rhymes by Catherine T. Farrell.*

ALPHABET RHYMES



P is for the piano which I like to play;
Maybe I'll be a musician some day.



Q is for questions which we like to ask—
Learning about everything is a task.



R is for reading, which is lots of fun
On days when our homework is done.

The Fabric of the School

A Compact School and Parish Building



*Architects' Sketch of the School and Auditorium and Parish-Activity Building for Saint Mary's Congregation, West Allis, Wis.
Peacock & Belongia, Architects, Milwaukee, Wis.*

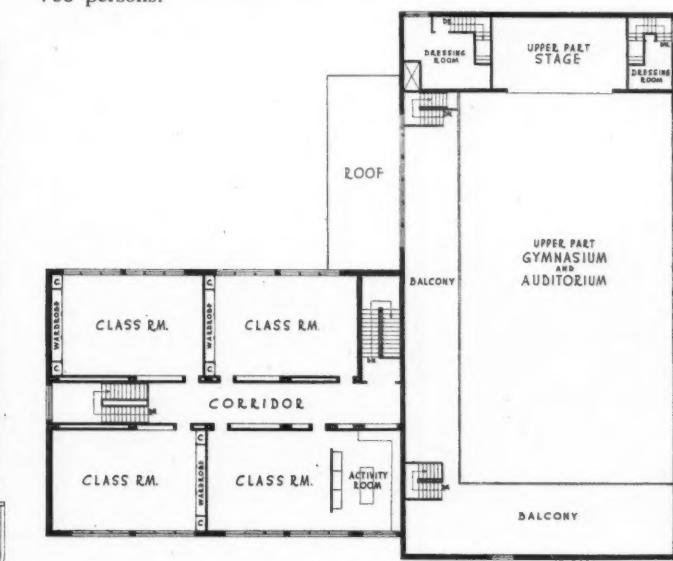
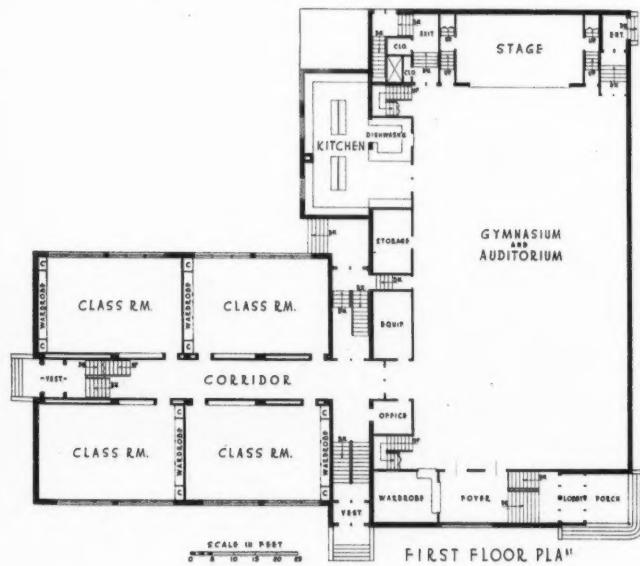
St. Mary Help of Christians Parish, West Allis, Wis., soon will begin the construction of a school and parish activity building at a cost of approximately \$150,000.

The first and second floors will provide eight classrooms, an activity or laboratory room, a combined auditorium and gymnasium, accessory rooms, and a kitchen.

On the ground floor will be located all toilet rooms and shower rooms; a Boy Scout room; a large room with folding partitions which may be adapted to teaching manual arts, or serve as a parish activity room; and a bowling alley.

The main entrance, shown on the first floor between the school and the auditorium, opens onto the street. This "front door" will not be used by the children. Their entrance, shown on the left, is convenient to the church and to the playground.

The large kitchen adjoining the auditorium may be used for classes in cooking, as a pupils' cafeteria, or for the preparation of dinners or lunches to be served in the auditorium or in meeting rooms on the ground floor. Dumb waiters will carry food to the floor below. The auditorium, 50 by 90 feet, will seat about 700 persons.



SECOND FLOOR PLAN

An activity or laboratory room is part of one of the large classrooms on the second floor.

The building is designed in modern functional style with exterior of brick and Bedford stone. Walls are of reinforced concrete and steel. Corridors and stairs have terrazzo floors; classrooms, asphalt tile floors; auditorium, wood block floor.

The interior of the walls will be of Waylete on lightweight blocks. The windows, extending to the ceiling, are of a new type

in three horizontal sections. The middle section of plain glass is stationary and provided with a window shade. The upper and lower hinged sections are of light-diffusing glass.

The classrooms will accommodate from 300 to 350 pupils at a cost of about \$500 per pupil or 35 or 40 cents per cubic foot of space. Urban F. Peacock and Myles E. Belongia, of Milwaukee, designed the building. Rev. Matthew Setnicar is pastor of the parish.

New Books of Value to Teachers

Everyday Problems in Home Economics

By May Wood-Simons. Cloth, 553 pp., illus. American Technical Society, Chicago 37, Ill.

Here is a new high school textbook which studies problems in economics from the point of view of the consumer, rather than from that of the producer. There are 16 chapters each with a preview and divided into units for study. Each unit is provided with an outline and a summary. The book closes with a dictionary of economic terms, a bibliography, and an index. The author was formerly an instructor in economics at Northwestern University.

Living With Christ in God

By Bernieres-Louigny. English version by Sister M. Aloysi Kiener, S.N.D. Cloth, 288 pp., \$2.50. Frederick Pustet Co., New York 8, N. Y.

This book was published originally in French in Rouen in 1660. An English translation was published at Antwerp in 1684. Sister Aloysi has made her English translation from a later German edition. Very Rev. Joseph Kreuter, O.S.B., editor of *Sponsa Regis*, has supplied an introduction.

Sinbad of the Coast Guard

By George F. Foley, Jr. Cloth, 167 pp., illus. \$2.50. Dodd, Mead & Co., New York 16, N. Y. Sinbad was a dog, the mascot of a ship of the Coast Guard.

A Vocational Guide for Women

By L. Cornelius Longarzo. Cloth, 119 pp., octavo, \$2.50. Catholic Youth Organization of the Archdiocese of New York, 35 E. 51st St., New York, N. Y.

An index, bibliography, and source book of women's occupations, presented from a vocational guidance viewpoint. A useful book for counselors, librarians, and teachers. It mentions 2879 occupations, 82 occupational groups, and 282 industries.

Headlines and By-Lines

By Wm. N. Otto and Nat S. Finney. Cloth, 463 pp., illus., \$1.80. Harcourt, Brace & Co., New York 17, N. Y.

A course in journalism for the high school, stressing understanding and reading rather than writing or publishing. However, it provides a course in editing and publishing of a high school newspaper. An appendix consists of a bibliography of reference reading and a glossary explains newspaper terms.

French for the Modern World

By Mathurin Dondo and Morris Brenman. Cloth, 395 pp., illus. \$1.84. Harcourt, Brace & Co., New York 17, N. Y.

A first-year book designed to give the maximum acquaintance with the French language, French influences in English, and French elements in our daily life and to prepare the student for any second-year book. The approach is modern and direct.

Teacher's Manual for the Life of Our Lord (Rev. Ed.)

By Sister Jane Marie, O.P. Paper, 71 pp. The

Bruce Publishing Co., Milwaukee 1, Wis.

Book One of the Christian Religion Series is *The Life of Our Lord*, for the first year of high school. This *Teacher's Manual*, by the author, contains a clear statement of the plan of the textbook and its objective of giving the Incarnation of Our Lord its natural place in our spiritual life. It also outlines lesson plans for the year.

Year-Round Rhythms

By Denise Hill and Kathryn M. Dwyer. Paper, 54 pp., illus. \$1.50. Keyboard Publishing Co., 1346 Chapel St., New Haven 11, Conn.

Designed to meet the needs of the teacher who is introducing rhythm to small children—in nursery school, kindergarten, or primary grades—this book contains 25 selections, arranged according to season. The accompaniment is simple enough to be played with ease by even the casual pianist. An illustration and suggestions for the teacher accompany each selection.

Books for You

By Committee on Book Lists. Paper, 158 pp., illus. The National Council of Teachers of English, 211 W. 68th St., Chicago 21, Ill.

A new compilation of titles of books selected for junior and senior high schools. The books are arranged by themes and types and each one is given a description in one or two lines. A general index lists all the books by title and author. Catholic teachers and librarians will find this catalog useful because of the arrangement, classification, and description of the titles. They will subtract many of the titles and add many of their own.

Forming a Christian Mentality

By Rev. Kilian J. Heinrich, O.F.M.Cap. Cloth, 304 pp., \$2.75. Joseph F. Wagner, Inc., New York 8, N. Y.

Bearing the subtitle *Chapters for the Religious Guidance of Youth for Priests, Parents and Teachers*, the author presumes to set forth the place of man in the universal economy of God and his subsequent duties.

With the pernicious doctrines that have made such headway during the war threatening to influence even Catholics, particularly our youth, Father Kilian's book is timely, for it points out that the most effective antidote is the development of a true Christian mentality. His book outlines a simple, practical plan for achieving

CATHOLIC CHILDREN'S BOOK CLUB

The Catholic Children's Book Club is a new organization sponsored by the America Press, publishers of the Catholic weekly review, *America*, and the monthly *The Catholic Mind*.

The announcement of the new club sets forth its purpose, "to help Catholic parents and teachers provide books, selected by Catholic experts, that will interest and entertain their growing children, stimulate their mental growth, and inculcate fine ideals, thus correcting overinterest in radio, film, and comic-book narrative by introducing the children to the world of ideas and creating an early love of reading."

this objective by integrating faith and worship with Christian life. It proceeds to discuss the use of the great faculties of the soul, the intellect, and the will, in gaining eternal life. The book, intended as a companion volume to *Youth Guidance*, may also be of value to members of catechetical, scriptural, liturgical, and other religious study clubs.

Forming a Christian Mentality

By Kilian J. Heinrich, O.F.M.Cap. Cloth, 300 pp., \$2.75. Joseph F. Wagner, Inc., New York, N. Y.

The effective Christian mentality can be developed only through a complete understanding of the doctrines of Revelation and through making these doctrines a part of daily life. Worship, particularly through the liturgy, the Mass, confession, and Holy Communion is the means of integrating the doctrines of faith. The approach throughout the book makes the discussion of value to the average man who so much needs a Christian philosophy in his individual, his home, and his occupational life.

The Saints That Moved the World

By Rene Fülop-Miller. Cloth, 446 pp., \$3.50. Thomas Y. Crowell Co., N. Y.

This is a book that one would like to praise. The author interprets the lives of five saints—Anthony, Augustine, Francis of Assisi, Ignatius of Loyola, and Teresa of Avila—as a reply to the anti-religious materialism of the age. The intention is good—the fulfillment a great deal less than perfect.

The author's lack of awareness of divine grace will bring a chill to the Catholic heart. The personality of the saints, too, is neither clearly nor attractively presented. Scarcely any reader of this book will be moved to sanctity, because the motive of sanctity, love of God, is missing from it. Yet it is a book that may well be read for part of the human picture of five saints.

BOUND IN PAPER

Discussion Club Suggestions

A series of monthly bulletins known as "Father Kessler's Study Aids" (Catholic Sound and Vision Library), Box 387, Dubuque, Iowa. The January issue contains "Adventures in the Art of Building"; a study of China and Japan; book reports; and "What Think You of Christ," a lesson in religion by Rev. John A. O'Brien.

Catholic Youth

A new monthly for Catholic youth, edited by Rev. Louis A. Gales. October, 1945, was Vol. 1, No. 1. It is published by the Catechetical Guild, 128 East 10th St., St. Paul 1, Minn. The subscription price for 10 issues is \$1.50.

My All Saints Calendar

Published by Timeless Topix, 128 East 10th St., St. Paul 1, Minn. It is printed in colors, with the story of a saint of the month in pictures on the back of each monthly calendar sheet. This is a child's own calendar with space for personal memoranda. The price is 25 cents.

(Continued on page 36A)

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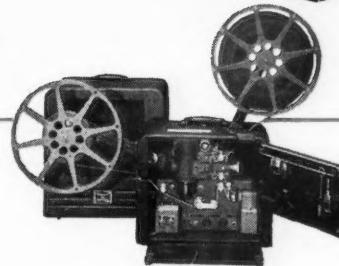
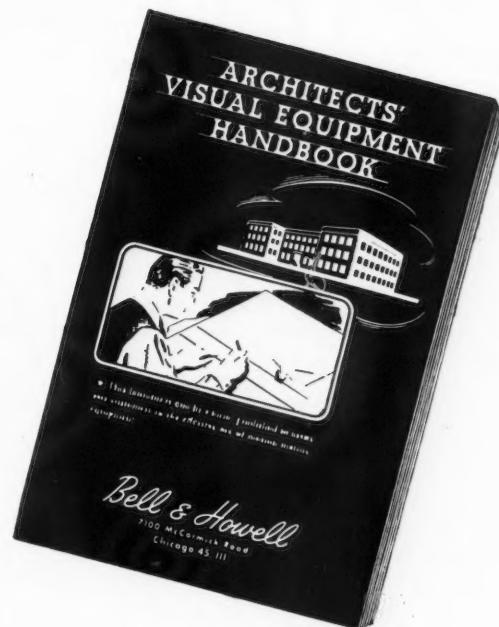
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Catholic Education News

CATHOLIC EDUCATION IN THE ARCHDIOCESE OF CHICAGO

The annual report of the Catholic schools of the Archdiocese of Chicago for 1944-45 as submitted by Very Rev. Msgr. Daniel F. Cunningham is a most interesting study.

The Catholic schools of the archdiocese began the work of the second century of their existence with one of the largest enrollments in their history. There were 204,192 pupils registered in the 403 grade schools, 90 high schools, and 8 colleges. There was an over-all increase of 9056 pupils. Two new elementary schools and two new high schools were opened in September. While the increase on the grade school and college levels presented no housing difficulty, the

problem of caring for the 2921 additional high school pupils was a serious one, and the existing high school facilities were taxed to capacity. It was necessary to turn away hundreds of high school applicants because of lack of space.

Supervision and Improvement of Instruction

The annual Institute for grade teachers of the archdiocese was held for three days in August, with 4200 grade school teachers attending. On the first day, the primary grade teachers observed demonstrations in religion, music, and arithmetic. On the second day the intermediate grade teachers dealt with problems in the teaching of religion, arithmetic, and accident prevention. On the third day, the supervisors and advanced grade teachers witnessed demonstrations in religion and in the techniques of model airplane building. Expert religious and lay teachers were employed for the demonstrations, and the

teachers derived a great deal of benefit in observing new teaching procedures.

During March a vigorous campaign was conducted in the high and grade schools for the purpose of fostering vocations, and noteworthy results were attained.

Believing that aimless teaching, emotional instability on the part of the teacher, and poor teaching methods invariably prevent the children from learning, the field of educational supervision has gained a place of primary importance. During the past year the superintendents with the co-operation of the community supervisors have concentrated on (1) classroom visitation, (2) individual and group conferences, (3) experimentation, and (4) testing.

Extracurricular Activities

Wastepaper, soap, and clothing drives were conducted with great success. The schools of the archdiocese also sold bonds and stamps to the amount of \$8,540,765, placing them among the top ranking school systems of the nation.

From kindergarten through high school, music played the leading role in the extracurricular activities. Rhythm bands were found in most kindergartens. Many interesting festivals were held in the grade schools. In the high school department the Catholic Music Educators Association presented a number of musical events during the year.

Health and safety and athletics came in for their share of attention. Interesting tournaments were held, and a fine relationship has been developed between the officials of the Catholic High School League and the officials of the Public High School League.

PITTSBURGH ENROLLMENT GROWS

The 40th annual report of the superintendent of schools of the Diocese of Pittsburgh, covering the period Sept., 1944 to June, 1945, showed a total enrollment of 74,220, compared with 72,666 in June, 1944, and 71,789 in June, 1943. The recent annual increase has not yet reached the peak of 81,636 recorded at the end of the 1935-36 term.

In June, 1945, there were 3728 pupils in private Catholic schools, which brings the total diocesan figure for elementary and high schools to 77,948.

Last year enrollment increased in all grades except the sixth, seventh, and eighth. There is plenty of space for the increase in the lower grades, but a shortage of teachers. The problem in the high schools is more acute, says Rev. Thomas J. Quigley, superintendent, since the Catholic high schools have never been able to accommodate more than one fourth of the graduates of the Catholic elementary schools.

The high school problem is further complicated, says Father Quigley, by the fact that 90 per cent of those entering high school want training for shop or office. "The traditional academic course is devised chiefly for college preparation and is not geared either to the ability or need of the ninety per cent."

TEACHERS' MEETINGS California N.C.E.A.

The California Unit of the National Catholic Educational Association held its annual conference in connection with the Los Angeles Archdiocesan Institute at Immaculate Heart College on January 1 and 2. The well-planned program under the direction of Very Reverend Patrick J. Dignan, Ph.D., archdiocesan superintendent of schools was attended by more than one thousand religious engaged in teaching throughout California.

Concepts of modern, progressive education in the light of Catholic thought was the theme. Brother Alfred, Ph.D., provincial of the Christian Brothers and president of the secondary school department of the National Catholic Educational Association presided at the opening meeting at which time Dr. Eugene Burke, C.S.P., pro-

(Continued on page 25A)



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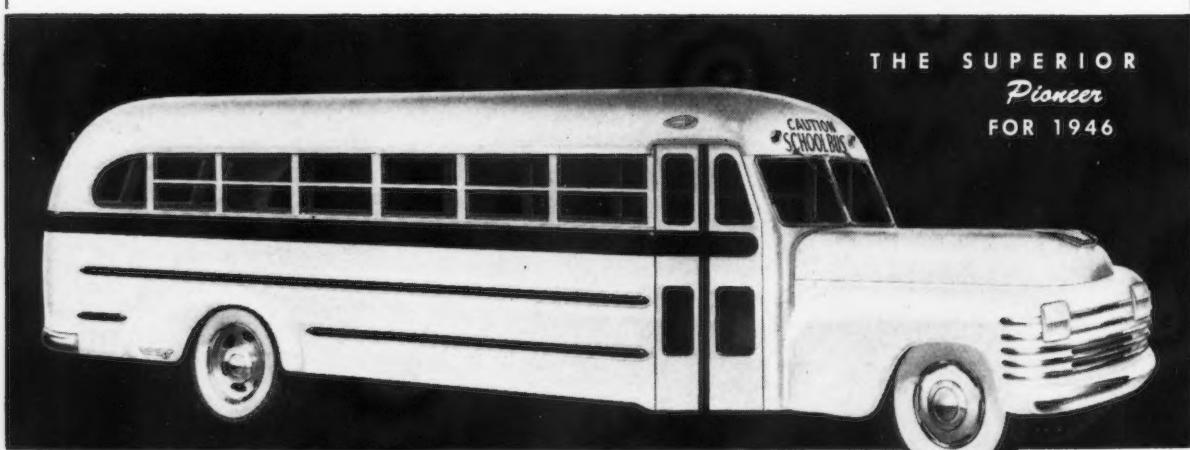
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Catholic Education News

(Continued from page 22A)

fessor of moral theology at the Catholic University of America, developed "The Concept of the Church and the Problem of the Apostolate" when he said, "Our first conviction must be that there is a vital and necessary relation between our notion of the Church and the apostolate, for only a true concept of the Church can give us a proper concept of the apostolate. Second, that as members of the Church we are of necessity members of the apostolate. Furthermore, the extent of our understanding of the Church will determine the extent of our power in the apostolate." After explaining the place of the Church as a divine institution, an historical institution, and a social institution, Father Burke concluded by saying: "Imbued with correct principles and loving the things that God loves, we will become Galileans and our speech will betray us—we will be leaven in the mass—we will renew the face of the earth."

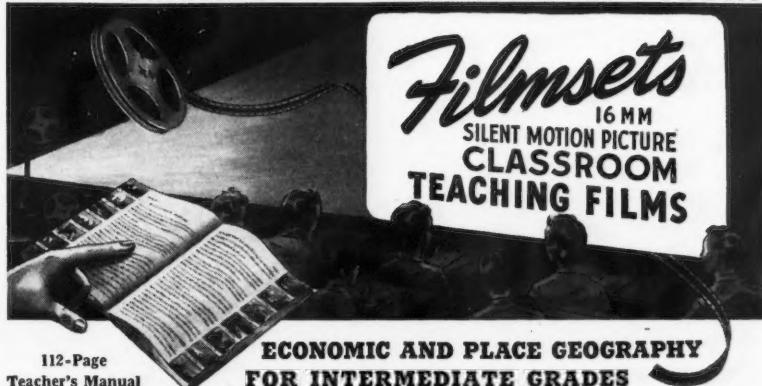
The other speakers at the different high school sessions continued developing the social concept idea with varying applications. Rev. Thomas Coogan, Ph.D., speaking on "Social Problems in the Catholic High School," explained how the social encyclicals of the Popes were blueprints for a new and better social order embodying as they do the principles of social justice. Since 85 per cent of our Catholic high school graduates do not complete their education, Father Coogan stated, "To the Catholic high school, then, falls the burden of instructing these potential members of the working class in the principles of Catholic economic life." Dr. Brennan concluded this second session when he addressed the high school teachers on "The Liturgy in Catholic Education," saying, "Education is growth in Christ. The preparation for the teaching of the liturgy is orientation toward the word of God. We must seek to acquire the mentality of Christ; to understand the action of God in our souls. Cleared of sentimentality, our teaching must bring out the hidden glory of God."

An analysis of modern-day marriage problems outlining the teaching and practical methods needed by religious teachers in teaching high school students was given by Rev. Daniel Collins, secretary of the matrimonial court, and J. Francis Moroney, county clerk. Father John Sammon outlined an excellent plan for fostering vocations among our high school students. After showing the great need of vocations in California on account of the continued increase in population, Father Sammon explained the threefold program of combining prayer, indoctrination, and action.

Very Rev. Patrick Dignan stressed the necessity of continued learning in his address on "The Catholic Teacher and Scholarship." The need of a guidance program in our high schools was handled by Rev. Thomas McNicholas, M.A., principal of Catholic Girls' High School, Los Angeles, and Brother William of Sacramento. "Catholic Action and Youth Forums" was discussed under the leadership of Brother Edward of Cathedral High School.

Three sessions were devoted to a consideration of English in our secondary schools. Frayne Williams of Immaculate Heart College gave an inspirational address on "Shakespeare in Our Time." At this same meeting Mother de Lourdes, president of Mount St. Mary's College, spoke on "Literature and Life," while Sister Antoinette, O.P., of Rosary College, San Jose, explained various methods of teaching English composition in a liberal arts program. At the library session, Sister M. Regis, librarian at Immaculate Heart College, developed the theses that the goal of the teacher is to aid the students in cultivating a discriminating and critical taste in literature. In the third English session the Catholic English Association was organized. This organization has for its purpose the development of English programs and the discussion of methods of increasing scholarship. This association aims to encourage

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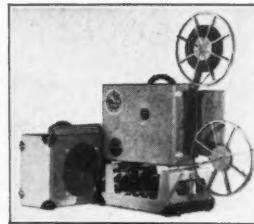
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students to write for publication during high school days. Several magazines such as *Extension*, *Catholic Youth*, and archdiocesan weeklies by publishing these poems, short stories, and articles of high school youth will make possible the "leaders of pen for tomorrow's world."

Section meetings were devoted to a consideration of the subjects taught in high school. Father Brown, Ph.D., president of the Los Angeles Junior Seminary led the discussion at the Latin group meeting. Sister Andrew, chairman of the commercial department at Catholic Girls' High School, presided at the commercial discussion group, while Sister Magdalen Mary of Immaculate Heart College gave a paper on "Art and Catholic Philosophy" at the art meeting. Representatives from the University of California, Dr. Hiram Edwards and Doctor David Bjork led the science and history discussions. The California Institute of Technology was represented by Rev.

James J. O'Reilly and Dr. H. Lass who conducted the discussions at the sections meeting on mathematics.

At the last session which was a general meeting Dr. Antole Lindsay spoke on the very timely topic "Comparative Use and Advantages of Slides and Films in Catholic High Schools." Most Rev. Joseph T. McGucken, D.D., closed this two-day conference with Benediction of the Most Blessed Sacrament.

Archdiocese of New Orleans

"The Teacher and Pupil Guidance" was the general theme of the third annual meeting of the Catholic school teachers of the Archdiocese of New Orleans, Jan. 2, 1946.

His Excellency Most Rev. Joseph F. Rummel opened the meeting with Holy Mass for the intention of the teachers. Rev. Henry C. Bezou, (Continued on page 28A)

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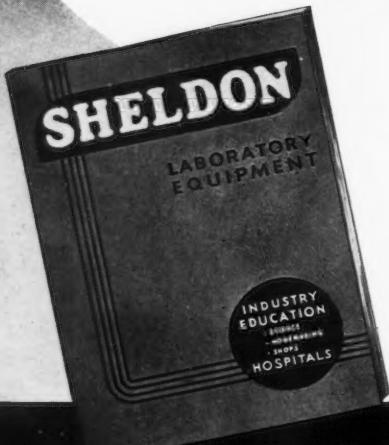
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Catholic Education News

(Continued from page 25A)

Archdiocesan superintendent of schools, was in charge of the program.

At the opening session Brother Urban Fleege, S.M., Ph.D., delivered a lecture on "The Teacher and Pupil Guidance." This was followed by a discussion from the floor.

Rev. Robert E. Tracy presided at the primary sectional meeting. Sister Frances, of the Sisters of St. Joseph, discussed emotional development of the child. Sister Eugenia Bogart of the Daughters of Charity discussed health education, and Sister Margaret M. Landry of the Sisters of Mt. Carmel examined children's reading interests.

Rev. Henry C. Bezou presided over the section for grades four to eight. Papers were: Instincts and Impulses, Mother David of the Sisters of the Blessed Sacrament; Faults and Frailities, Mother M. Patrick Fallon of the Order of St. Ursula; Training the Will, Sister M. Emanuel, Religious Sisters of Mercy.

The high school meeting was in charge of Rev. Claude J. Stallworth, S.J. Mental growth and development during adolescence and moral formation of youth were considered and Brother Urban Fleege, S.M., read the final paper on major problems of Catholic adolescents.

COMING CONVENTIONS

• March 26. National Catholic Educational Association, Central Regional Unit, at Chicago, Ill.

Brother William Mang, Dujarie Hall, Notre Dame, Ind., secretary. • April 23. Catholic Anthropological Conference, at Washington, D. C. Rev. John M. Cooper, Catholic University of America, Washington, D. C., secretary. • April 23-25. National Catholic Educational Association, at St. Louis, Mo. Very Rev. Msgr. Frederick G. Hochwalt, 1312 Massachusetts Ave., N.W., Washington 5, D. C., secretary.

• March 25-30. North Central Association of Colleges and Secondary Schools, at Chicago, Ill. G. W. Rosenlof, University of Nebraska, Lincoln, Neb., secretary. • March 28-29. South Carolina Education Association, at Columbia, S. C. J. P. Coates, 1510 Gervais St., Columbia, S. C., secretary. • March 28-30. Oregon State Teachers Association, at Portland, Ore. Frank W. Parr, 602 Studio Bldg., Portland, Ore., secretary. • March, 1946. Alabama Education Association, at Birmingham, Ala. W. L. Spencer, Department of Education, Montgomery, Ala., secretary. • April 4-6. Illinois Industrial Education Association, at Chicago, Ill. Dr. Louis V. Newkirk, Board of Education, Chicago, Ill., secretary. • April 12. Northeastern Wisconsin Education Association, at Fond du Lac, Wis. A. M. Bleyer, Vocational School, Oshkosh, Wis., secretary. • April 17-19. Kentucky Education Association, at Louisville, Ky. W. P. King, 1421 Heyburn Bldg., Louisville, Ky., secretary. • April 17-20. Eastern Commercial Teachers Association, at New York, N. Y. Bernard A. Shilt, City Hall, Buffalo 2, N. Y., secretary. • April 18-20. Tennessee Education Association, at Nashville, Tenn. F. E. Bass, 602 Cotton States Bldg., Nashville, Tenn., secretary. • April 25-27. Eastern Arts Association, at New York, N. Y. Mrs. Lillian D. Sweigart, State Teachers College, Kutztown, Pa., secretary. • April, 1946. Texas Vocational Teachers Association, at Fort Worth, Tex. Henry Ross, Agriculture Dept., College Station, Tex., secretary. • April, 1946. American Chemical Education Society, at Atlantic City, N. J. Paul Fall, Heram College, Heram, Ohio, secretary.

SIGNIFICANT BITS OF NEWS

Plans for Military Training

The plans for peacetime military training proposed by the Catholic War Veterans include: a 13-week program of training during two successive years; ROTC or similar courses in all colleges and universities; a broader program of training for the National Guards; establishment of additional schools patterned after West Point and Annapolis; and development of a larger volunteer army and navy, granting adequate advancement and opportunity to enlisted personnel.

A Generous Gift

Frank J. Lewis, a trustee of the Catholic Charities of Chicago, has purchased the 17-story Tower Court Building on Michigan Avenue in Chicago for \$500,000 for the use of Loyola University and the Illinois Club for Catholic Women. The building was erected in 1926 at a cost of \$4,000,000. The top eight stories will be occupied by the Illinois Club for Catholic Women which was organized by Mrs. Lewis who has been its president for 25 years. The other floors will be occupied by Loyola University.

Estate to Catholic Institutions

The will of the late Mary F. Calnane, a teacher in the public schools of St. Louis, Mo., disposes of \$14,000 as follows: to St. Stanislaus (Jesuit) Novitiate, \$10,000; to the library of St. Louis University, \$2,000 and \$1,000 each to the Convent of the Good Shepherd and the Deaf-Mute Institute.

Schools of Catholic Action

The Queen's Work, Sodality headquarters, has announced for 1946, seven summer schools of Catholic Action as follows: New Orleans, Jesuit High School, June 10-15; Montreal, Loyola College, June 24-29; Chicago, Morrison Hotel, July 1-6 and Aug. 26-31; San Antonio, Our

(Continued on page 30A)

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The new RCA 16mm Sound Film Projector, Model PG-201, is a de luxe equipment ideally suited for school use.

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Catholic Education News

(Continued from page 28A)

Lady of the Lake College, July 29-Aug. 3; Boston, Boston College, Aug. 12-17; and New York, Fordham University, Aug. 19-24.

Devotions for Teachers

At St. Ann's Academy, Wilkes-Barre, Pa., Sun., Jan. 6, the first annual day of recollection was held exclusively for public school teachers. Exercises were conducted by Rev. Stephen Sweeney, C.P., diocesan director of retreats for women.

A Child Capitalist

A story of a business conducted by a 14-year-old girl is told by Forbes Parkhill in *The Saturday Evening Post* for Jan. 12. Jo Ann Durand of Denver, Colorado., has earned \$1,-

500 from the manufacture of "Sure Strike Flies" for trout fishermen. She employs seven adults and one 18-year-old. The business started when Jo Ann tied some trout flies as a Christmas gift for her father.

Typewriting Contest

The National Catholic High School Typists Association announces its fourteenth annual individual contest in typewriting. It will be held April 25, 1946. Schools should obtain entry blanks as soon as possible and not later than April 15. Address: Rev. Matthew Pekari, O.F.M. Cap., St. Joseph's College, Hays, Kans.

Pope Stresses Grave Youth Problem

In an encyclical "Quemadmodum" Pope Pius XII made a strong appeal for world-wide moral and material assistance for needy and abandoned children, whose sufferings he termed the gravest disaster of the war. The encyclical calls for

intensified and new works of welfare and moral education and states that existing institutions in this field do not suffice in the face of the present world crisis. The Holy Father exhorts and commands the Catholic hierarchy of the world to dedicate all available resources to this grave problem and instructs the bishops to bring the matter to the attention of the people through a special day of prayer because prayer will enlighten and reinforce acts of charity. Warning of the grave dangers which a neglected and abandoned youth today will mean to the world of tomorrow, the Holy Father recalls that care of children is the explicit command of the Redeemer, to which the Church has been devoted in every century not only for their material welfare but for their spiritual salvation as well.

Educational Conference Held

The second annual educational conference of the Christian Brothers of Ireland was held under the auspices of Iona College and Iona Preparatory School, in New Rochelle, N. Y., Dec. 29. A full attendance of the brothers engaged in the archdiocese of New York was registered.

The first session consisted of a general assembly for a Christian doctrine panel. The second session was devoted to panel discussions on the various subjects of the high school curriculum. Reports of panel discussions were presented at the final session of the general assembly. They summarized the information and practical suggestions of the panels and the general trend of advancement in content and method.

COLLEGES AND UNIVERSITIES

New College at Wilkes-Barre

The Congregation of the Holy Cross is organizing a new college, King's College, at Wilkes-Barre, Pa. Rev. James W. Connerton, C.S.C., registrar at the University of Notre Dame, has been appointed administrator. King's College will be opened in the fall with a freshman class. Six Fathers of the Holy Cross from Notre Dame will comprise the faculty for the first year.

Loras College Expands

Loras College, Dubuque, Iowa, has been conducting a campaign to raise an expansion fund of half a million dollars. During 1945, more than a million dollars in cash and pledges was received. This includes \$12,500 as a memorial to Rev. Aloysius H. Schmitt, navy chaplain killed at Pearl Harbor, who was a Loras alumnus.

St. Vincent's College

St. Vincent's College, Pittsburgh, Pa., has received more than \$100,000 to date in its campaign for a building fund. Last summer, St. Vincent's College, in charge of the Benedictine Fathers, was obliged to turn away more than 100 prospective students.

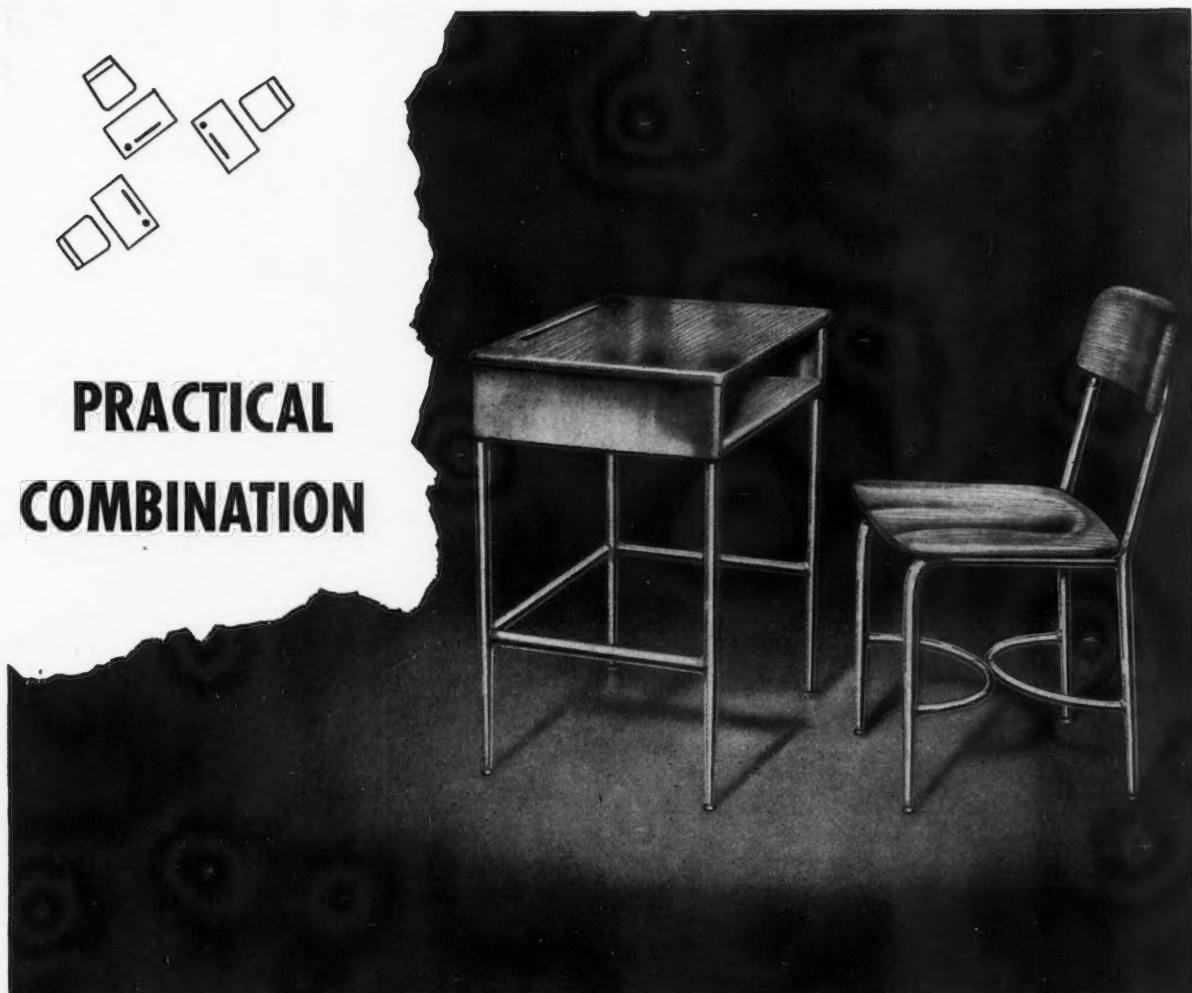
Mass of the Holy Spirit

The National Shrine of the Immaculate Conception, at the Catholic University of America, on January 27, was the scene of the annual solemn votive Mass of the Holy Spirit for members of the executive, judicial, and legislative branches of the government and representatives of the diplomatic corps. The Mass, sponsored by the law school of the Catholic University, was celebrated by Very Rev. Robert J. White, dean of the law school. The sermon was delivered by Most Rev. Bryan J. McEntegart, bishop of Ogdensburg, N. Y., an alumnus of the Catholic University.

Franciscan Art Exhibit

St. Bonaventure College, Allegany, N. Y., has been holding a display of Franciscan art. The center of attraction is a case containing cards, sketches, and figurines by Berta Hummel, the young Bavarian artist who became a Franciscan nun and died several years ago.

(Continued on page 33A)



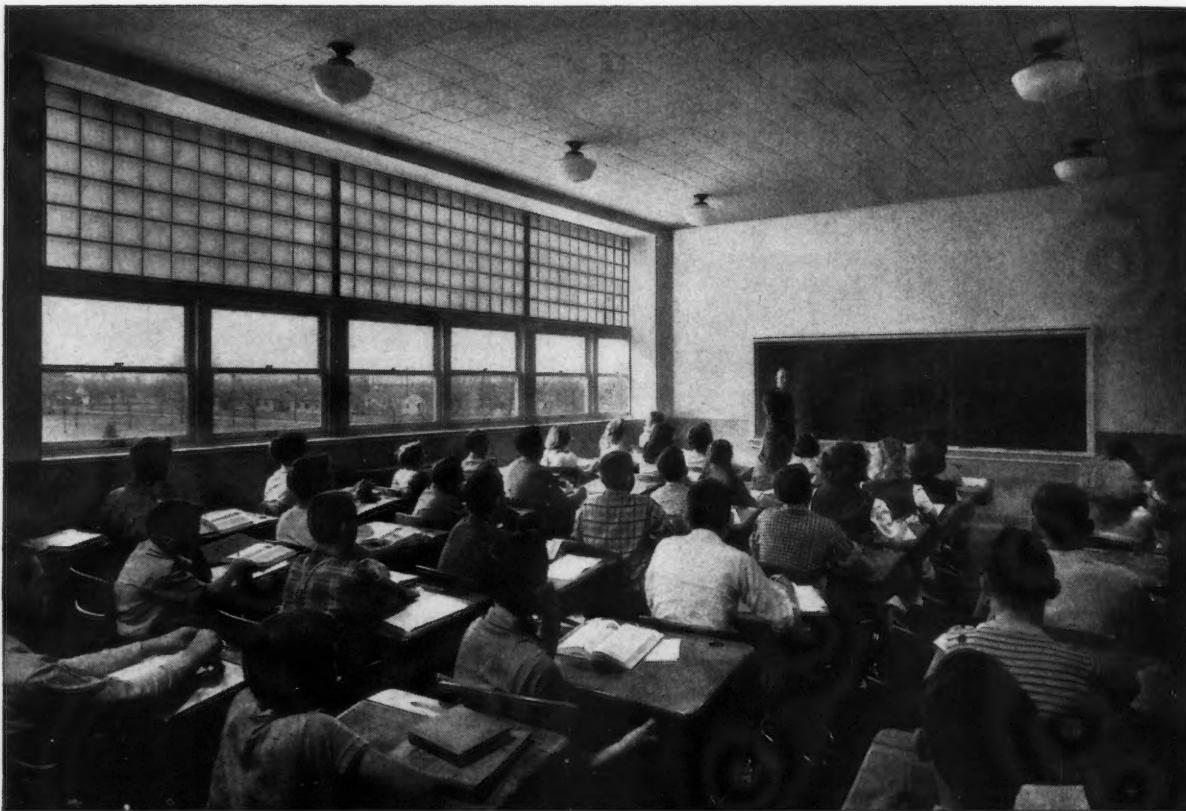
PRACTICAL COMBINATION

TABLE desk S 1008 and chair S 915 offer an ideal and practical combination of advantages. Most obvious, of course, is the flexibility which they permit—to suit the needs of the individual for comfort and efficient work or study, and for arrangements in student groups for special projects or requirements.

Construction is the famous, durable Heywood-Wakefield welded tubular steel, with superbly finished and properly seasoned wooden elements. The desk is available with lifting lid if desired, and both pieces are available in carefully graded sizes. For full details on these and other fine Heywood-Wakefield school furniture, write today for our new illustrated folder. Heywood-Wakefield Company, 666 Lake Shore Drive, Chicago 11, Illinois.



School Furniture Division
Chicago, Illinois



Mathematics Classroom—Walkerton High School, Walkerton, Indiana. Architect—Joe H. Wildermuth & Co., Gary, Indiana.

EYE PROTECTION Planned in Advance!

HERE's the latest window treatment for school buildings.

It helps to protect children's eyes—helps to eliminate objectionable glare—helps to make full use of natural daylight.

Note photographs shown here. Every classroom is "daylighted" with a combination panel of clear glass and the new Insulux Light-Directional Block.

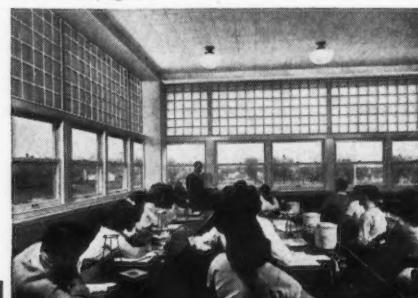
The clear glass is used from sill-height to somewhat above eye level. Above that point—the new prismatic block is used.

The result? The main beam of light is bent upward to the light-colored ceiling and is reflected deep into the interior of the classroom. There is a substantial improvement in illumination. There is light for all—without objectionable glare.

Investigate! Panels of Insulux are now being used to "daylight" classrooms, lecture halls, laboratories, gymnasiums, libraries, swimming pools, corridors and entrance ways.



Exterior View—Walkerton High School. Insulux Glass Block eliminates objectionable glare and floods classrooms, corridors and entry ways with softly-diffused natural daylight.



Chemistry Laboratory. Note that clear glass is used from sill-height to somewhat above eye level. Above that point—Insulux Light-Directional Block is used.

Insulux Glass Block is a functional building material—not merely a decoration. It is designed to do certain things that other building materials cannot do. Investigate!

OWENS - ILLINOIS

INSULUX

GLASS BLOCK

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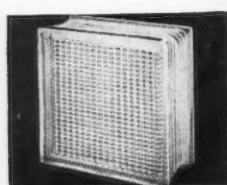


OWENS-ILLINOIS GLASS COMPANY,
Insulux Products Division, Dept. C-95, Toledo 1, Ohio
Gentlemen: Please send me, without obligation, your
latest booklet entitled, "Daylight in Schoolrooms."

Name _____

Address _____

City _____ State _____



Catholic Education News

(Continued from page 30A)

Addition to Thompson Room

The Francis Thompson room at Boston College, containing an outstanding collection of manuscripts, pictures, and relics of Francis Thompson and his friends, has acquired an original crayon portrait of Francis Thompson. This was a gift of Honorable Neville Lytton, the artist, to Rev. Terence L. Connolly, S.J., on the latter's recent visit to England. Father Connolly, the Thompson scholar, on this trip, visited the 95-year-old Wilfrid Meynell and Thompson's sister, who is a nun in a convent near Manchester.

Woman to Teach at Harvard

Lenore O'Boyle, of Pittsburgh, Pa., and Greenwich, Conn., has been appointed freshman instructor in history at Harvard University. Miss O'Boyle, a graduate of Mount Mercy Academy, Pittsburgh, who is a graduate student at Harvard, is the first woman to hold a teaching position there in the 309 years of the school.

University of Notre Dame

A new \$400,000 residence hall will be the first of a series of new facilities at Notre Dame. The new building will accommodate 200 students and will have a chapel seating 200 persons.

\$1,000,000 Gift to University

The Notre Dame-Martin J. Gillen foundation for education and scientific purposes, a benefaction in excess of \$1,000,000, was announced by Very Rev. J. Hugh O'Donnell, C.S.C., president of the University of Notre Dame. Through Mr. Gillen's generosity, the university has acquired his Land O'Lakes, Wis., property, a 6000-acre tract. A boys' summer school and camp on the property and various research projects are planned. During his lifetime, Mr. Gillen aided the university's Bureau of Economic Research, Father O'Donnell said.

NEW SCHOOLS

Port Chester, N. Y.

Holy Rosary Parish School, at Port Chester, N. Y., was solemnly blessed, Nov. 4, by His Excellency Archbishop Spellman. The building, formerly a public school, was purchased by the parish for \$25,000. Rev. Aloysius Trifari, S. C., is pastor of the parish. The Salesian Sisters are in charge of the school.

Delphos, Ohio

Plans for a new 14-room high school have been announced by Rev. Carl F. Reineck, pastor of St. John's Parish, Delphos, Ohio. When the new high school is completed, the present building will be used exclusively for the grades.

PUBLIC SCHOOL RELATIONS

Seminary Under G.I. Bill

The Holy Ghost Fathers' Missionary College, a seminary at Cornwells Heights, Pa., has been classified as a qualified school for the education of veterans under the G.I. Bill of Rights. The decision was made by the Pennsylvania Department of Public Instruction.

Improvement in Mexico

President Avila of Mexico has requested the Congress to amend Article 3 of the federal constitution to provide officially an education that will "develop harmoniously all the faculties of the human being," and will be based on a proper understanding of democracy, patriotism, and international relations. Although the bill still violates freedom of education and prohibits Religious from teaching, Archbishop Luis M. Martinez of Mexico City commands its intention as "an important step toward liberty, because it clarifies principles and removes obstacles which,



Encores are in order the way BRITEN-ALL steals the show. Grime laden floors with dull, gloomy appearance brighten up at once . . . and stay attractive long. One trial is the start of a continuous performance of floor cleaning satisfaction.

That's because BRITEN-ALL does what other cleaners fail to do. BRITEN-ALL is a scientifically formulated liquid that cleans the pores in the floors—all floors. The penetrating action into the pores removes dirt and grime . . . does it quicker, easier and safer than any other method. Absolutely SAFE. BRITEN-ALL contains no grit or acid—nothing to injure the finest floors. More economical because BRITEN-ALL is highly concentrated—one drop does the work of many. Let us demonstrate what BRITEN-ALL can do for you. No obligation.

VESTAL FLOOR SCRUBBING AND POLISHING MACHINE

Scrubs and Polishes FASTER. Gives sparkling sanitary cleanliness impossible to obtain by laborious hand work. Your own attendants can operate it perfectly and safely the first time. Sturdy, perfectly balanced construction assures quietness and ease of operation. Vestal's automatic handle switch assures safety from hazards.



VESTAL INC.
ST. LOUIS NEW YORK

as the result of the amendment of this article in 1934, disturbed the spiritual tranquility of the country."

New Health Clinic

St. Nicholas grade and high school at Wilkes-Barre, Pa., has opened a new health clinic for pupils. The ladies' aid society of the parish has supplied equipment valued at \$1,600, including a dental chair, examining chair for physician, instrument cases, first aid supplies, a bed, several booths, and modern lighting fixtures. The physician and dentist are paid by public school funds. Doctors are appointed by the school board upon recommendation of the parochial school health board.

Should Teach Religion

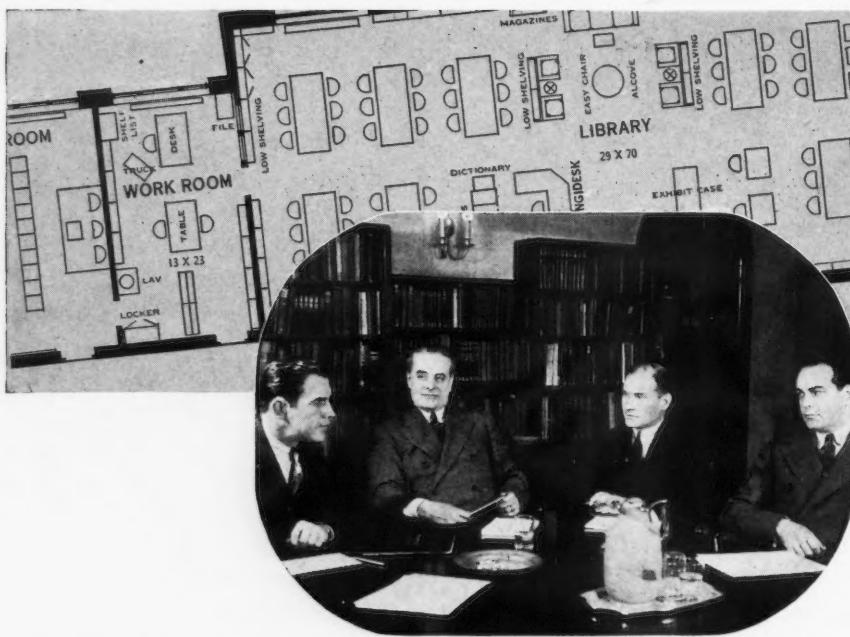
Dr. Charles Clayton Morrison, editor of the interdenominational weekly, *The Christian Century*, spoke recently at the Sunday evening club of the Centenary Methodist Church on "Religion

in the Schools." He said, "An educational system which purports to reflect the major interests of its society and which excludes the study of religion is falling short of its own theory, and failing short at its most vital point. . . . If inclusion of religion in public school curriculum cannot be worked out, I see for Protestantism only one conceivable alternative—a drastic one. I see nothing for the Protestant churches to do but to establish their own schools, somewhat on the model of the Roman Catholic parochial schools, and to withdraw their children from the public schools."

RELIGIOUS ORDERS Christian Brothers Election

The Brothers of the Christian Schools have arranged for a meeting in Rome this spring to elect officers. One hundred and thirty-four delegates from 67 countries will attend. The Chris-

(Continued on page 34A)



WHEN SCHOOL MEN PLAN LIBRARIES . . .



Matters of layout and equipment are settled most satisfactorily if the counsel of experience is utilized from the start. In this field Library Bureau has been gathering data and building up a background of knowledge for many years. May we bring to whatever problem you may have, the care, thought and long experience behind our Library Planning Service?

Remember—Library Bureau quality is available not only in furniture and special equipment for the library, but also in visible and vertical record-keeping systems, steel filing cabinets and other needs of the school system as a whole.

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- Send for a copy of our helpful booklet, "Planning the School Library"—containing plans, photographs, practical suggestions.

Catholic Education News

(Continued from page 33A)

tian Brothers, with 20,000 members, are considered the world's second largest ecclesiastical association, ranking in numbers next to the Jesuits.

Brothers of the Sacred Heart

Brother Norbert, S.C., superior of St. Joseph's House of Studies, Metuchen, N. J., and Brother Oswin, S.C., principal of Coindre Hall, Huntington, L. I., N. Y., left, Dec. 29, for Uganda, British East Africa, where the Brothers of the Sacred Heart conduct two schools for native boys.

Jesuits in Europe

The Jesuit provinces in the U. S. are cooperating in devising ways and means to assist their destitute brethren in Europe. Rev. Bernard R. Hubbard, S.J., "the Glacier Priest," who recently returned from a tour of Europe, says that more than \$12,000,000 will be needed for relief of Jesuits and restoration of their institutions.

Religious to Hawaii

The Sisters of Charity of the Blessed Virgin Mary, of Dubuque, Iowa; the Sisters of Notre Dame de Namur, of Waltham, Mass.; and the Franciscan Sisters of Christian Charity, of Manitowoc, Wis., all will send missionaries to Hawaii for the first time in 1946, according to Bishop James J. Sweeney of Honolulu. The Redemp-

torist Fathers also are planning a new foundation in Hawaii, and four more Sacred Heart Fathers arrived recently.

APPOINTMENTS AND ELECTIONS

• MSGR. LEO M. BYRNES, superintendent of schools of the Diocese of Mobile, is the new president of the department of school superintendents of the N.C.E.A.; REV. DR. THOMAS J. QUIGLEY, of Pittsburgh, is vice-president; and REV. ARTHUR J. SULLIVAN, superintendent of schools of the Archdiocese of Portland (Ore.), is secretary.

• VERY REV. THOMAS PLASSMANN, O.F.M., president of St. Bonaventure College, Allegany, N. Y., has been appointed visitor general of Holy Cross Province (also called Saxony Province) of his order in Europe. Father Plassmann will remain president of St. Bonaventure College, but as the personal representative of the minister general, he will go to Europe soon to visit every friary and interview each of the some 500 friars in the Holy Cross Province.

• MSGR. FERDINAND VANDRY, the new superior general of the Quebec Seminary and rector of Laval University, has been named vicar general of the Archdiocese of Quebec. The new appointment follows automatically the earlier ones.

• REV. FERDINAND C. WHEELER, S.J., is the new president of Woodstock College, Jesuit house of studies at Woodstock, Md.

• VERY REV. VINCENT J. FLYNN, president of the College of St. Thomas, St. Paul, Minn., has been elected to the four-man executive board, the policy-making body of the Association of American Colleges.

• DR. VLADAS JUODEIKA, noted Lithuanian economist, author, professor, and former minister of finance of the Lithuanian government, has accepted a position on the faculty of St. Benedict's College, Atchison, Kans.

• VERY REV. T. LEO KEAVENY, diocesan superintendent of schools of the Diocese of St. Cloud, was recently chosen a member of the executive board of the National Catholic Educational Association.

• REV. J. W. LAVERDIERE, is the new president of the French Canadian Association for the Advancement of Science. Father Laverdiere is on the science faculty at Laval University, and he is also a member of geological societies in France, a Fellow of the Geological Society of America, a member of the Canadian Institute of Mining and Metallurgy, the Paleontological Society of America, and the International Geographical Union.

• THOMAS F. O'CONNOR, historiographer of the New York archdiocese, was elected president of the American Historical Association at its twenty-sixth annual meeting in Washington.

• REV. S. D. LUBY, of Loras College, Dubuque, Iowa, was chosen chairman of the American Historical Association.

• REV. RAYMOND A. McGOWAN has been named director of the department of social action of the National Catholic Welfare Conference, to succeed the late Msgr. John A. Ryan.

• MAJOR JOHN V. HINKEL, well-known newspaperman, has been appointed director of publicity at the University of Notre Dame, succeeding J. WALTER KENNEDY. Major Hinkel served for five years as New York correspondent for N.C.W.C. News Service and covered major news events in Europe before the war.

REQUIESCANT IN PACE

• MOTHER M. PIERRE (GREENE), R.S.M., president of Mt. Aloysius Junior College, Cresson, Pa., and former mother provincial of the Sisters of Mercy at Dallas, Pa., died, Jan. 8. She entered the novitiate June 17, 1898.

(Continued on page 36A)

SHE KNEW WHAT SHE WANTED!



Mary had an old machine;
Its keys would skip and jerk.
And every time she typed her notes,
They muddled up her work.



Said she, "I want an Underwood ...
It's light and fast and neat.
Its touch is super ... velvet smooth!
Its work just can't be beat."



The light, quick touch she learned at school
No longer could she use.
She had to hit and hammer now,
And watch her P's and Q's.



He bought an Underwood ... and now
He's glad he took her cue.
It writes his letters better ... and
Will do the same for you.



Her letters turned out blurred and smeared,
They had her all perplexed.
Until one day she stamped her foot ...
She knew what she'd do next!



She took her problem to the boss,
And dropped it in his lap.
She screamed: "This is a total loss,
How can I type with that?"



Dear Boss:

Next time you sign your letters,
look them over carefully.

If your letters are not as neat as
they should be, don't blame your
secretary...it's probably her machine.

Get her an Underwood as soon
as they are available,* and watch
her work improve. After all, there's
a picture of you in every letter she
writes. And since your letters are
your personal representatives, make
every picture clean-cut and
appealing with an Underwood.

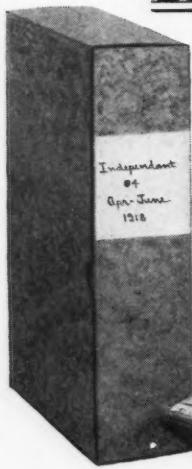


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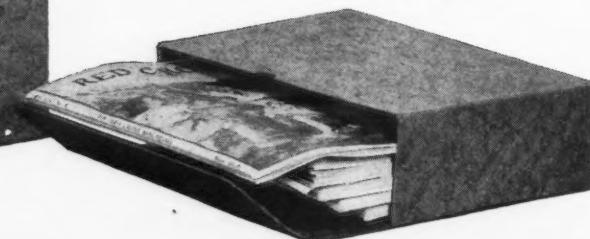
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No. 6 - 6½ x 9½ x 2 in.	\$1.90	\$5.25	\$ 9.00
No. 7 - 7½ x 10½ x 3 in.	2.45	6.75	12.70
No. 9 - 9¼ x 12¼ x 3 in.	3.15	7.95	14.00

Transportation charges prepaid.
Be sure to designate sizes.



- We are glad to offer a limited quantity of these handy boxes so useful for filing pamphlets together by subjects and keeping them free from dust.

- The tan and brown mottled Lithomount stock makes a durable, inexpensive box that does not show soil. Folds flat for compact storage when not in use. A white gummed paper label for indicating a classification number or the list of contents is supplied with each box.

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STOCKTON, CALIF.

Originators and Builders of Better Library Furniture and Supplies

Catholic Education News

(Continued from page 34A)

- MOTHER M. CLEOPHAS (FOY), president of Rosemont College, Rosemont, Pa., died, Jan. 6. She was born in Philadelphia, July 20, 1880, and joined the Order of the Holy Child Jesus after graduation from St. Leonard's Academy.

- SISTER M. SYLVESTER (BURNS), the oldest member of the Sisters, Servants of the Immaculate Heart of Mary, died, Jan. 9, at St. Agnes' Place, Elmhurst, Pa., where she had been retired for several years. She entered the novitiate in 1876.

- SISTER GABRIELIS (ROBLING), S.C.C., died, Jan. 8, at Holy Family Convent, Danville, Pa.

- REV. RICHARD A. GLEESON, who founded Loyola University in Los Angeles in 1911, died, Dec. 23, 1945. He would have been 84 years old on Dec. 24. He was president of the University of Santa Clara 1905-10 and of Loyola, 1911-14.

- MR. DAVID J. SMITH, a 90-year-old lay catechist, died recently at Biloxi, Miss. Mr. Smith, who was born in Australia, had instructed thousands of children and was an ardent worker for poor missions. His funeral sermon was preached by Most Rev. Richard O. Gerow, bishop of Natchez.

- REV. JOSEPH A. MALONEY, S.J., of the faculty of the Jesuit novitiate at Wernersville, Pa., died, Jan. 13, at the age of 44 years. He was once dean of studies at St. Joseph's College, Philadelphia.

- BROTHER NICHOLAS BROST, S.M., 62, died at the Alexian Brothers Hospital in St. Louis on Dec. 18. He had been librarian at Chaminade College, Clayton, Mo., for 20 years before he retired in August, 1944.

- SISTER M. EDWARD (BOCCHINO), O.S.F., died at Syracuse, N. Y., Jan. 3. She joined the Sisters of St. Francis, Dec. 8, 1924, and was professed in 1927, and taught at Syracuse, Utica, Albany, and Riverside, N. J.

- MOTHER M. GENEVIEVE, O.S.U., former superior general of the Ursuline Sisters, died, Jan. 3, at Chatham, Ontario, Canada. She had been a member of the order for 55 years.

New Books

(Continued from page 108)

Books That Girls Will Want to Read

Reviewed by students of the Incarnate Word Academy, Houston, Texas, 1937-40-46. Intended "to help junior and senior high school girls to 'find something to read.' It is not intended to serve as a guide to 'what you ought to read' nor as a supplementary list to a course in religion, history, or literature."

Picture Stories from American History

Part One, The Period of Discovery and Exploration, now ready, is a 56 page colored newsprint book similar to the comic magazines. The retail price is 10 cents a copy, and it is offered for classroom use as supplementary material for \$1 per dozen, in lots of two dozen or more. A Teacher's Manual will be supplied free with each order for two dozen or more. Published by Educational Comics, Inc., 225 Lafayette St., New York 12, N. Y.

Discussion Club Suggestions

The *Discussion Club Series*, published by the War agency known as *Columbia Visatone and Publication Service* has been taken over by *Allied Educational Service* and will appear under the name of *Discussion Club Suggestions*. The *Discussion Club Suggestions* for November in-

clude Poetry in Greek Drama, Is One Religion as Good as Another?, The Philippine Islands, and Book Reports. It is an 8-page paper publication. The address of Allied Educational Service is 1050 Melrose Terrace, Dubuque, Iowa.

Wind Through the Bell

A book of Poetry by Gladys Pickett. Cloth, 63 pp., \$1.50. Bruce Humphries Inc., Boston, Mass.

Fifty-two short poems, many of which have appeared in poetry magazines and anthologies. Many of them are religious in tone.

The Heart in Divine Praises

By Francis P. Donnelly, S.J. Paper, 71 pp., 25 cents. Fordham University, New York 58, N. Y.

Father Donnelly presents in this little booklet a treasure of reflections and meditations on the Divine Praises and the Seven Last Words.

The Life of Father Pro

By Rev. M. D. Forrest, M.S.C. Paper, 130 pp., \$1. Fathers Rumble & Carty, 500 Robert St., Room 203, St. Paul 1, Minn.

Against the background of the evil days of persecution of the Church in Mexico, which took place in our own century, Father Forrest gives us an account of the heroic life and work of the apostle, Miguel Pro, and the truth, distorted by a secular press, "about Mexico, its national problems, and its long and heroic battle for the Christian faith."

New Light on Martin Luther

A new 1946 pamphlet (56 pp.) published by Radio Replies Press, St. Paul 1, Minn. Price, 15 cents.

A blunt exposé of the Lutheran Question, with no punches pulled on this much mooted subject.

(Concluded on page 39A)



Maybe you've felt like using violent means to get stubborn wax off floors. But it can be a simple operation. Just use Wyandotte F-100.* This all-soluble cleaner does a quick and thorough job of dewaxing . . . as well as cleaning floors and washing painted surfaces.

And it's only one of the specialized Wyandotte Products so popular with men in charge of maintenance cleaning!

Wyandotte Detergent is an all-around cleaner safe any

place you can use water. It rinses freely, leaving no film to catch dirt or cause slippery floors.

Wyandotte 97 Paste is for those who prefer a paste cleaner for porcelain and metal surfaces.

And for an effective deodorizing treatment, use Wyandotte Steri-Chlor* as either rinse or spray.

Your Wyandotte Representative will be glad to show you how these Wyandotte Products can help you.

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School
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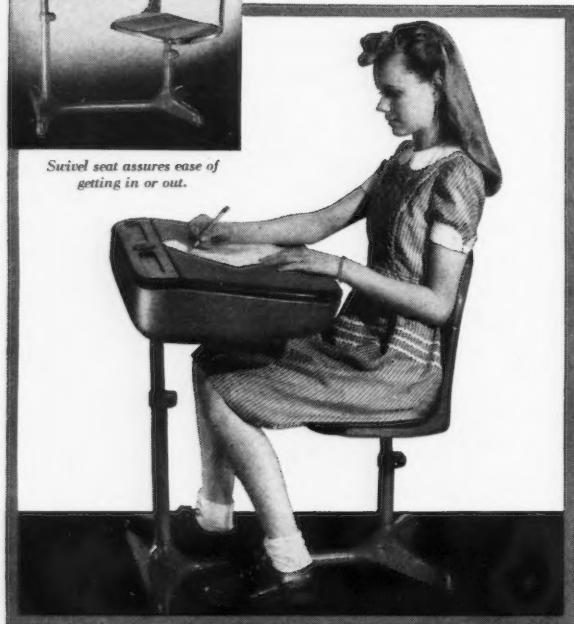
gives best results



Lifting lid adjusts easily to firm, level writing surface.



Swivel seat assures ease of getting in or out.



IN the American Universal Lifting-Lid Desk, illustrated above, American Seating Company's engineers have combined new, improved features of design in a way that contributes to better posture, greater hygienic comfort and effective sight conservation.

Erect sitting is relaxed and comfortable, by reason of the self-adjusting lower back rail, and seat scoop with no rearward elevation. The smooth-acting, silent swivel permits a 45° turn either way to a cushioned stop. The heavy tubular steel frame has a fluted foot-rest base that minimizes wear of the finish. The roomy book box is sanitary in form and finish, and has no exposed wood screws or moving parts.

Available at moderate prices are American Envoy Chairs, Desks and Tablet-Arm Chairs, Steel Folding Chairs, Portable Assembly Chairs, Universal Tables, and Bodiform Auditorium Chairs. Write for information.

American Seating Company

GRAND RAPIDS 2, MICHIGAN

WORLD'S LEADER IN PUBLIC SEATING

Manufacturers of Theatre, Auditorium, School, Church, Transportation and Stadium Seating
Branch Offices and Distributors in Principal Cities

Acme

SHEAR & SCISSORS TIPS

When do Scissors begin to be Shears?

Try that one on your customers some time. You'll be surprised to see how few of them know the answers.

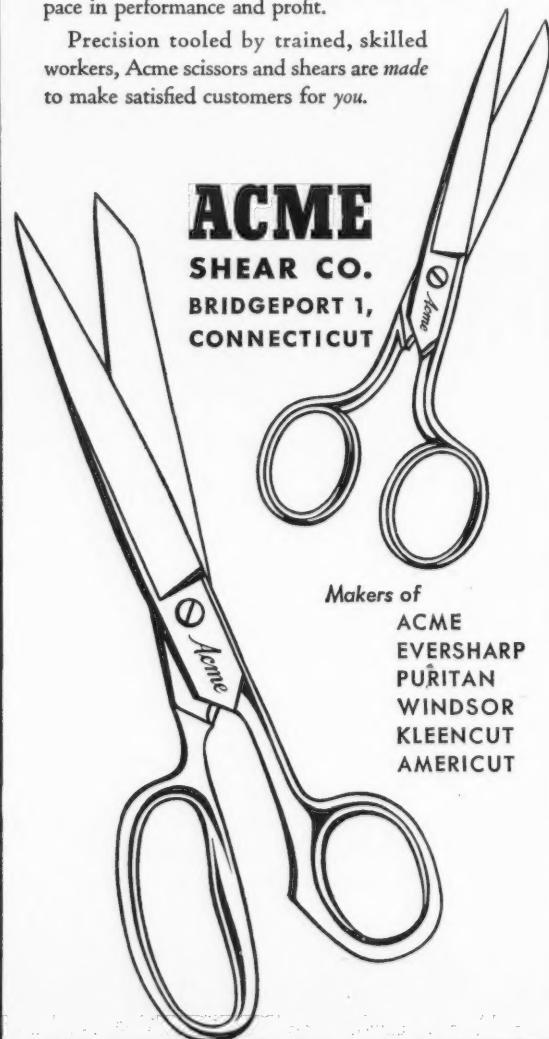
Of course you know that scissors grow up into shears as soon as they pass the six-inch mark when measured from bow to tip.

And then there's the bow or handle feature. (Only shears have one bow for the thumb and one for two or three fingers). Bows on scissors are equal in size and shape.

And here's another tip we hope you'll keep in mind: Whether you're buying or selling scissors and shears—you can look to Acme brands to set a new pace in performance and profit.

Precision tooled by trained, skilled workers, Acme scissors and shears are made to make satisfied customers for you.

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CONNECTICUT



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ACME
EVERSHARP
PURITAN
WINDSOR
KLEENCUT
AMERICUT

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prolonged study of important
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Model AAA
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Send literature on slidefilms and S.V.E. Tri-Purpose
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School
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City Postal Zone . . . State . . .

New Books

(Concluded from page 36A)

What Say You?

By David Goldstein. Cloth, 480 pp., \$2.75. Radio Replies Press, St. Paul 1, Minn.

Imbued with the propaganda spirit instilled into him while in the Socialist movement, the author, well known convert from Marx to Christ, just "celebrated," as he says, his 40th year of Christian propaganda by sending forth his seventh volume in defense of the faith of his adoption.

What Say You is filled with extended answers given to hostile as well as to friendly inquirers. It is the fruit of his years of experience in the conduct of quiz periods throughout the United States and Canada. The author's aim is for the triumph of truth over error. His endeavor, as he says, "is to bring the peace and satisfaction of heart to others that I have found in a proper understanding of religious and moral teachings; and in endeavoring to be in harmonious relationship with the Prince of Peace, Who is 'The Way, and the Truth, and the Life.'"

The Clean Oblation

By Rev. M. D. Forrest, M.S.C. Cloth, 224 pp., \$2.75. Radio Replies Press, St. Paul 1, Minn.

This is a volume of theology on the central act of worship, the Mass. It is written in a style so clear and simple, however, that it can be read and its arguments followed with little more effort than is required for a work of fiction. While it is meant primarily for priests, it may be studied profitably by religious teachers; and the scholarly layman will welcome it as a profound, but nevertheless intensely interesting, excursion into the domain of theology. Containing 25 chapters, the book is divided into three sections: Part I, *Christ's Personal Sacrifice*; Part II, *Christ's Sacrifice Offered by Ministry of Priests*; Part III, *The Fruits of the Eucharistic Sacrifice*.

Why Squander Illness

By Revs. Lawrence E. Skelly and Charles M. Cartly. Stations by Rev. Dr. Leslie Rumble, M.S.C. Pamphlet, 64 pp., 15 cents. De Luxe edition, \$1.50. Radio Replies Press, St. Paul 1, Minn.

Prayers and thoughts for Catholic and non-Catholic hospital patients.

The Theology of the Crucifixion

A Good Friday radio sermon by Rev. Francis X. Sallaway. Pamphlet, 34 pp., 10 cents. Radio Replies Press, St. Paul 1, Minn.

A reply to "The Crucifixion: History or Theology?" by the Rev. Mr. John Haynes Holmes, pastor of the Community Church, New York City.

The Music of Ireland

Pamphlet, 36 pp., 15 cents. Radio Replies Press, St. Paul 1, Minn.

These are radio commentaries by Rev. Francis X. Sallaway, S.T.D., pastor of Sacred Heart Church, West Lynn, Mass., upon 34 representative Irish songs.

March

Waltz

The Shepherd Plays His Flute

} Jumping Rope

The Hoop

Enigma

Here are six piano solos composed by Ivan Shishov and arranged and edited by Elizabeth Quaile. The third and fourth are contained in one piece of music, as are also the fifth and sixth. Each unit is priced at 25 cents a copy. All the numbers are of medium grade. Published by Carl Fischer, Inc., New York 3, N. Y.

From Eagle to Star

A march by Capt. William F. Santemann, leader, United States Marine band. Arranged for band. Conductor's part, 20 cents; other parts, 10 cents each. Carl Fischer, Inc., New York 3, N. Y.

Soft Strains of Music Drifting

By Johannes Brahms, arr. by William Primrose. For viola and piano. 50 cents. Carl Fischer, Inc., New York 3, N. Y.

24th Caprice

By Nicolo Paganini, arr. by William Primrose. For viola and piano. \$1.25. Carl Fischer, Inc., New York 3, N. Y.

Figaro (from "The Barber of Seville")

A concert transcription of Rossini-Castelnuovo Tedesco's well-known aria. Edited by Gregor Pizticovsky. For cello and piano. \$1.50. Carl Fischer, Inc., New York 3, N. Y. Also arranged for violin and piano, ed. by Jascha Heifetz. \$1.50.

Now the Sheep Secure Are Grazing (Aria from "The Birthday Cantata")

By Johann Sebastian Bach, arr. by Frank La Forge. Solo for cello and piano. Also for violin and piano. 50 cents each. Carl Fischer, Inc., New York 3, N. Y.

Arioso (from Cantata No. 156)

By Johann Sebastian Bach. Arranged as a solo with piano accompaniment for flute or oboe; B flat clarinet; B flat cornet, baritone or B flat tenor saxophone; E flat alto saxophone, trombone; violin; viola; and violoncello. 40 cents each, except violin, 60 cents. Also arranged for the Goldman Band by Erik Leidzen. Full band, \$2.50. Symphonic band, \$4.50. Carl Fischer, Inc., New York 3, N. Y.

Prelude and Fugue in G Minor

By Johann Sebastian Bach, arr. by Lucien Cailliet. Revised and augmented to conform with the recommendation of the Music Publishers Assn. of the United States. Full band, \$3. Symphonic band, \$6. Separate parts, each 25 cents. Carl Fischer, Inc., New York 3, N. Y.

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New Supplies and Equipment

Production, Service, and Sales News for School Buyers

N.B.C. HANDBOOKS

The International Press has printed Handbooks Volume 1 to 6, "A Series in Home Economics," for the National Broadcasting Company "Home Is What You Make It" series of broadcasts. The handbooks are edited by Jane Tiffany Wagner, Gladys Miller, May B. Van Arsdale, Florence E. Clarke, Constance Talbot, Gladys D. Schultz, Evelyn Milne Duvall, and Sylvanus Milne Duvall—all well-known educators. Each book contains a general bibliography and list of references covering the high lights of the various broadcasts. They may be had at a nominal sum. Other booklets covering "The Story of Music," "We Came This Way," and "Home Around the World," are also obtainable.

National Broadcasting Company, 30 Rockefeller Plaza, New York 20, N. Y.

For brief reference use CSJ-310.

PASTE NOW PACKED IN STEEL DRUMS

Wyandotte 97 Paste—the cleaner for use on bathroom and washroom fixtures, floors and walls—may now be had in full flush, lock top steel drums like that shown in the accompanying picture. The handy and sturdy Wyandotte steel dispenser held by the young lady is also now available to those who need it. Wyandotte 97 Paste is a quick acting and free rinsing cleaner. It is ideal for "spot" cleaning soiled painted furniture, for removing marks from floors of all kinds, and for use by mechanics where hands become heavily soiled. It is easy to get Wyandotte 97 Paste out of either the small dispenser

or the large drum. As an added protection the interior of the large drum is enameled and the interior of the dispenser is varnished. Both steel dispenser and steel drum are equipped with lock tops which assure the user all of the quality put into 97 Paste in its manufacture.

Wyandotte Chemicals Corporation, Wyandotte, Mich.

For brief reference use CSJ-311.

GLASS BEADED PROJECTION SCREEN

Persons in charge of motion picture slide showings are beginning to recognize the importance of good projection, and of the tremendous importance of the projector and the screen in producing the desired result: crystal clear, sharply defined, and brilliantly lighted pictures that will do

full justice to the color and depth that the camera has recorded on the film. Inasmuch as the end result of the picture taken is the picture on the screen, the screen is of prime importance. On the glass beaded screen, black and white scenes stand out in clear, vivid contrast; color shots are rich, deep, and natural. Among the glass beaded screens available today there is one especially, known under the trade name of "Radiant," that has proved to be highly satisfactory. It is so constructed that millions of tiny glass beads are embedded in the snow-white screen surface so that it reflects back the greatest amount of light, thus giving pictures maximum brilliance and depth.

Radiant Manufacturing Corp., Chicago 22, Ill.
For brief reference use CSJ-312.

FILMO DIPLOMAT RETURNS

Distribution to photographic dealers of post-war movie equipment is progressing smoothly. One of the first items to appear on dealers' shelves is the Filmo Diplomat, 16mm. silent motion picture projector. Designed for the home movie maker, the Diplomat possesses many exclusive features. These improvements are claimed to add a professional quality to home movie projection. A new cooling system permits the use of a 1000-watt lamp in addition to the standard 500- and 750-watt lamps, used previously. The 1000-watt lamp is primarily intended for showing movies in halls, clubs, etc. All lamps are pre-aligned and prefocused to obtain maximum efficiency of each lamp. Every moving part is gear driven, even to the feed and take-up spindles. There are no chains or belts, inside or outside. Gears are fully encased and silent. The Diplomat is constructed to show not only silent film, but sound film as well.

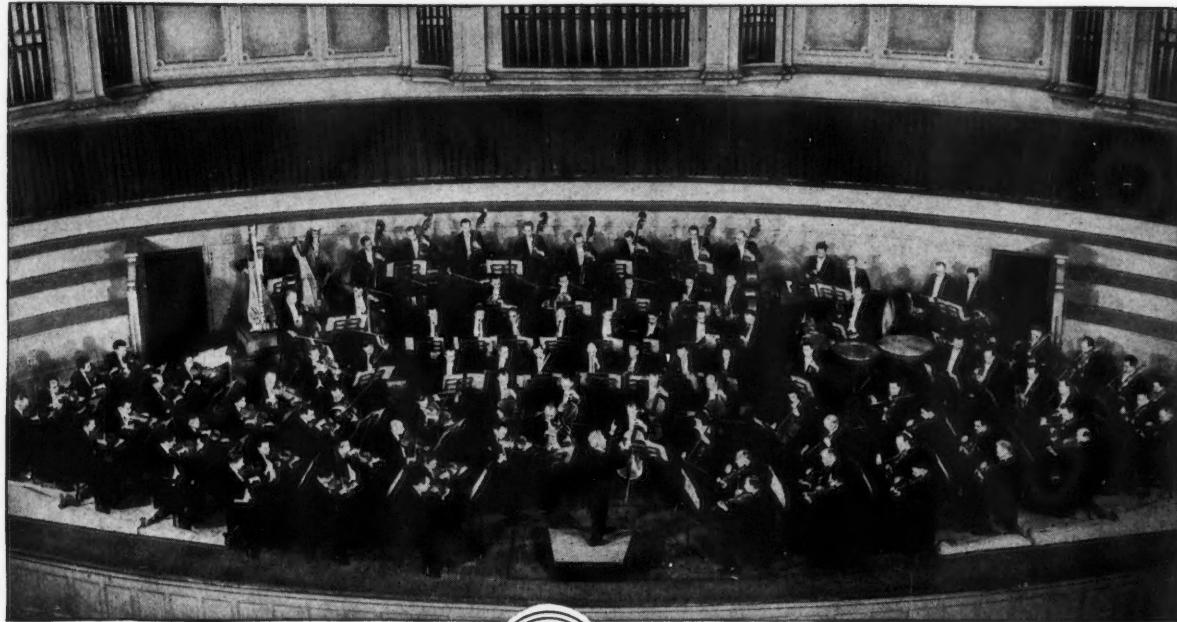
Bell & Howell Company, 7100 McCormick Road, Chicago 45, Illinois.

For brief reference use CSJ-313.

(Continued on page 42A)



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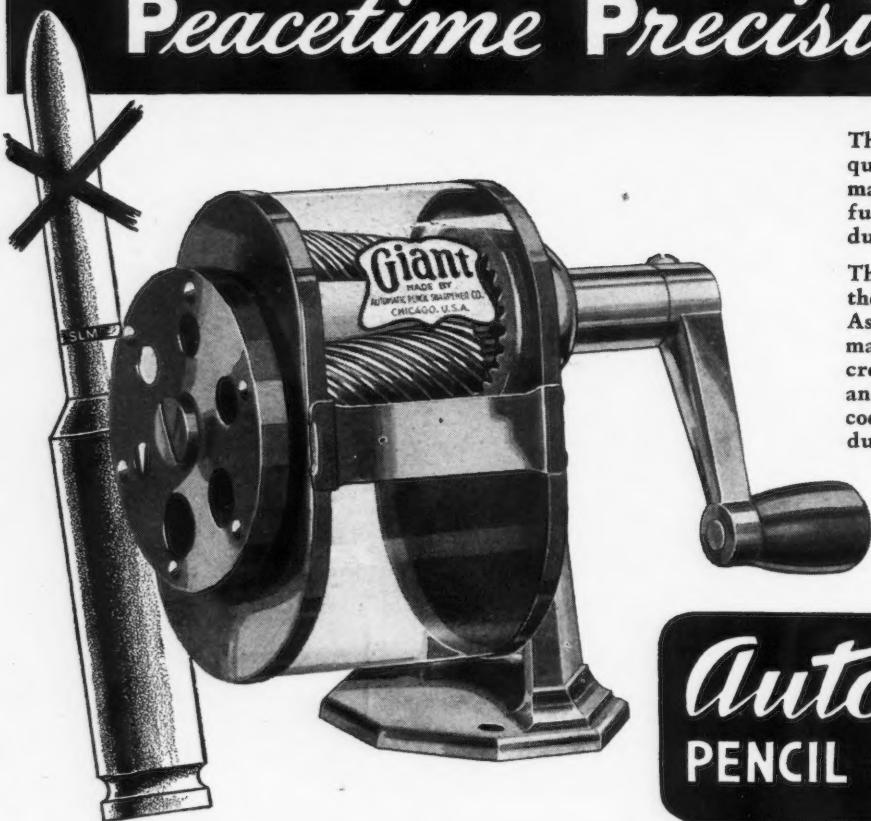
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Automatic PENCIL SHARPENER

New Supplies

(Continued from page 40A)

BRADLEY CATALOG NO. 83

Educational materials for art in kindergarten and primary grades are covered adequately in Milton Bradley Company catalog No. 83. Crayons of all descriptions, poster colors, finger paints, modeling clays, brushes of many kinds and for many teaching uses, construction papers and kindred items are fully treated. Interesting activity materials are offered including primary materials, from simple number work to creative art for graded schools. Books for children up to ten years and a list of "storybooks" are included.

Milton Bradley Company, Springfield 2, Mass.
For brief reference use CSJ-314.

FILM VOCABULARY

The growing use of classroom films is bringing an entirely new vocabulary into the schools of America. Words like "blooping," "gate," "sync," and "unsync" are actually not jitterbug terms but part of the new language employed in using classroom films effectively. So that teachers may become familiar with the necessary terms, Encyclopaedia Britannica Films offers a film lexicon for their study. Now, if one of your students says "The gate is rusty," he does not mean, as

one would expect from the radio, that a "jive cat cuts an awkward rug." The "gate" is the hinged retainer plate on the film projector which holds the film firmly against the aperture to the lens. If it is rusty, obviously it needs cleaning. Or, if a student suggests that you had better "bloop the film," he means nothing more incomprehensible than that the portion of the film which has been spliced must be lacquered to eliminate the queer whistling sound, known as a "bloop." Similarly, "sync" and "unsync" are simply terms to indicate whether the sound is synchronized, or not, with the lip movements of the actors in the film.

The Encyclopaedia Britannica, 20 N. Wacker Drive, Chicago 6, Ill.

For brief reference use CSJ-315.

ROBERT H. UNSELD

Major Robert H. Unseld, recently returned from military service, has resumed his civilian activities as General Advertising Manager of Bell & Howell Co., at Chicago, Ill.

AUDIO VIDEO INSTITUTE

John W. Gunstream, former director of radio and visual education of the Texas state department of education, has become director of the newly organized Audio Video Institute. The new organization, whose home office will be located

in Dallas, is designed to serve schools in the field of sound and visual education. Mr. Gunstream, a national authority in the field of radio and visual education, was one of the organizers of the Texas School of the Air, which attained outstanding merit in its service to Texas schools. The new Audio Video Institute has been appointed educational dealer for RCA Victor in the Texas, Oklahoma, and New Mexico territory. In co-operation with RCA Victor, the Institute will provide complete facilities for sound and visual education, including all types of equipment and professional services in planning and utilizing scientific aids to learning in education and industrial training. Offices are located in Dallas, Houston, San Antonio, Lubbock, Albuquerque, and Oklahoma City.

4-H SCHOLARSHIPS

In a plan to increase the emphasis on visual education, along with a desire to encourage youth betterment movements, the Victor Animatograph Corporation of Davenport, Iowa, manufacturer of 16mm. sound motion picture projectors and allied equipment, has provided funds for two 4-H Club scholarships in visual education to the National Committee on Boys and Girls Club Work, it is announced by S. G. Rose, executive vice-president of the corporation. This is the first

(Continued on page 44A)

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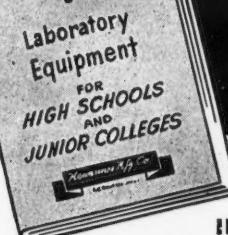
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New Supplies

(Continued from page 42A)

time that such scholarships have been made available to 4-H Club members. Guy L. Noble, managing director of the National Committee, in accepting the scholarships check from Mr. Rose, thanked him for his concrete expression of interest in the club work and congratulated him for his farsightedness in behalf of the industry inasmuch as the scholarship project will be broadcast to 1,700,000 club members plus the many thousands of county extension agents and other community leaders who participate in the activities. Contestants for the scholarships are required to show evidence of interest and experience in the operation of motion-picture projection equipment, use of cameras, slide films, slides, and other visual aids. According to the rules, the winners must include, as a minimum, at least one course in visual education.

New Films

FILMOSOUND LIBRARY RELEASES

Moonlight and Cactus (Universal), No. 2638, 6 reels. Returning serviceman has his troubles with women in war jobs—in this case in the running of a cattle ranch. Available from March 8, 1946, for approved nontheatrical audiences.

In Society (Universal), No. 2571, 7 reels. A pair of plumbers go high-hat, and on Lou Costello that's particularly funny. The boys go to sea in a bathtub, ride a runaway couch down busy streets, ditto with a fire truck, and finally go fox hunting, riding a steer! Available from February 18, 1946, for approved nontheatrical audiences.

Dance Revival—INDIA, No. 979, 10 min., No. C979, color. Pleasant human tale of beautiful girl who becomes teacher of folk dancing in India. Essential dignity and religious import of interpretive dancing is brought out. Should help improve our understanding of Indian people and culture.

Bell & Howell Company, 7100 McCormick Road, Chicago 45, Ill.
For brief reference use CSJ—320.

BRITANNICA CLASSROOM FILMS

The Encyclopaedia Britannica Films professionally produced to be used by teachers as an integral part of the school curriculum include: democracy, despotism, property taxation, consumption of foods, distribution of foods, distributing America's goods, production of foods, milk, bread, and the food store. All as supplemental, are interesting and informative.

Encyclopaedia Britannica Films, Inc., 20 N. Wacker Drive, Chicago 6, Ill.
For brief reference use CSJ—321.

NEW CATALOG EDUCATIONAL PICTUROLS

A new S.V.E. Pictoral Catalog of 813 educational film strips, many of them new or revised and some of them just released, has been issued by the Society for Visual Education, Inc. It is the first postwar catalog of S.V.E. film strips and includes the subjects for use in practically all courses from kindergarten to college. Of particular interest to teachers in primary grades are two revisions of well known subjects, *Little Black Sambo* and *Little Black Bear*. These film strips, often used for teaching reading in the lower grades, have been modernized with titles set in highly readable type. The reading matter in the subtitles, which are alternated with the pictures, is keyed to the Thorndike Word List for the second and third grades. The series on the national parks of the United States now includes a total of 16 areas. Each of these film strips, made with the co-operation of the National Park Service of the U. S. Department of Interior, includes many illustrations from the files of the National Park Service and other

(Continued on page 46A)

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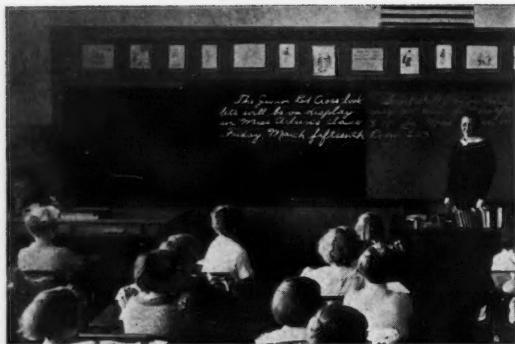
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New Supplies

(Continued from page 44A)

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Society for Visual Education, Inc., 100 East Ohio Street, Chicago 11, Ill.

For brief reference use CSJ—322.

STATEMENT OF EDITORIAL POLICY

1. Educational motion pictures and slide films are an integral part of the school's curriculum material; that to be useful they must be based on fundamental curriculum requirements; and that their content must be selected, organized, and presented in such a way as to make them an essential part of the curriculum unit.

2. Curriculum films are most effective when they are made for a specific subject-matter area, and for a specific school age group.

3. Curriculum films can be a very real experience to the students, and that such films make their greatest educational contributions when the teacher uses them as a basic learning experience, not as a "supplementary aid."

4. Curriculum films make their greatest contribution when they are made to do what motion pictures can do best. We will not produce motion pictures in areas which can be treated better in slide films or other visual forms, nor will we produce motion pictures or slide films in areas where books, magazines, maps, excursions, and other teaching materials are more appropriate for the kinds of learning that are called for in the curriculum.

5. Curriculum films must be produced to meet the needs and wants of the schools, and not for the purpose of thrusting upon them what we think they should have.

6. Curriculum films to be effective made in terms of the students for whom they are in-

tended, not in terms of pure subject matter.

7. Curriculum films are at their educational best when they stimulate participation and activity among the students.

8. We believe that teachers welcome help in using curriculum films as effective classroom teaching tools. For this reason, we will prepare teacher's guides to accompany each of our films, so that teachers can quickly grasp the fundamentals of good teaching methods with our films.

Young America Films, Inc., 32 East 57th Street, New York 22, N. Y.

For brief reference use CSJ—323.

VICTOR "NEWS REEL"

Nov.-Dec. News Reel contains much interesting and informative matter about the "picture industry." In this issue will be found the pronouncement of Pope Pius XII spoken at Vatican City, on July 14, 1945.

A CHALLENGE TO THE VISUAL AGE by His Holiness, Pope Pius XII

One wonders at times if the leaders of the motion picture industries fully appreciate the vast power they wield in affecting social life, whether in the family or the larger civic groups. The eyes and ears are like broad avenues that lead directly to the soul of man; and they are opened wide, most often without challenge, by the spectators of your films.

What is it that enters from the screen into the recesses of the mind, where youth's fund of knowledge is growing and norms and motives of conduct which will mold the definite character are being shaped and sharpened? Is it something that will make for a better citizen, industrious, law abiding, God fearing, who finds his joy and recreation in wholesome pleasure and fun?

Oh, the immense amount of good that the motion picture can effect! — Pope Pius XII.

Victor Animatograph Corp., Davenport, Iowa.
For brief reference use CSJ—325.

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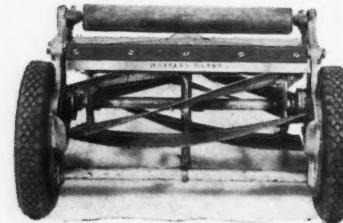
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For Size: Turn Mower upside down and measure length of stationary blade (bed-knife), as shown in the picture.



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PLANET'S PRODUCTIONS ENDORSED

The acceptance by educational and religious leaders of Planet Pictures' kodachrome entertainment features is evidenced by many endorsements. Rev. D. J. Vaughan, Saskatchewan examiner and censor of films in the Dominion of Canada, writes: "I was very much impressed with the clean-cut type of picture they offer. It is the kind of film which I feel is an asset to any community." Glenn Jones, director of the extension bureau of the State College of Washington, writes: "There is a real need for what you are doing—wholesome entertainment—a real service." Endorsement by the California Congress of Parents and Teachers comes from its state motion picture chairman, Mrs. Leo B. Hedges. She writes: "The hearty approval and encouragement given by educators, parent-teacher associations, and others encouraged the company to go forward with plans for a continuous release of films for children."

Planet Pictures, Inc., 6362 Hollywood Blvd., Hollywood 28, Calif.

For brief reference use CSJ—326.

SWIMMING AND DIVING SHORT SUBJECTS

Announcement is made of three one-reel short subjects entitled, "Swimming for Beginners," "Advanced Swimming," "Swimming and Diving." These films were produced by Norman Sper, are made in kodachrome, and run for approximately eight minutes each. With a running commentary by the well-known announcer, Ken Carpenter, the production of these films was supervised by Fred Cady, coach for the United States Olympic team and swimming and diving instructor for the University of Southern California.

The first of the three films, "Swimming for Beginners," shows Fred Cady instructing a youngster. The child is taught all the fundamental

(Concluded on page 48A)

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Three catalogs for the asking:

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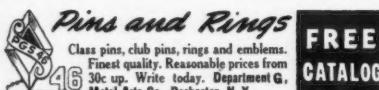
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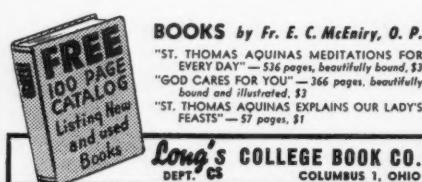
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New Supplies

(Concluded from page 46A)

tals of swimming from floating and kicking to proper breathing and the finished arm stroke of the American Crawl. The second in the series, "Advanced Swimming," pictures accomplished swimmers perfecting their stroke and gaining speed through correct knee kicking and swift down pulls with the arm. "Swimming and Diving," the third film, deals with the fundamentals of diving and how the average swimmer may become proficient in this sport. This film also illustrates how some of the more difficult trick dives are performed and perfected.

ITTCO has world rights for the distribution of these films in both 16 mm. and 35mm.

*International Theatrical & Television Corp.,
45 West 45th Street, New York 19, N. Y.*

For brief reference use CSJ—327.

SCHOOLS IN ICELAND

The parochial elementary school at Reykjavik, Iceland, has 210 pupils age 7 to 13 in 7 grades. In addition to the 3 R's, the elementary curriculum includes biology, zoology, English, Danish, German, swimming, and gymnastics. The indoor swimming pool is supplied with water from hot springs. Embroidery and needlework are electives for girls in this school.

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